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GENERAL

(incl. Statistics)

364. Achilles, P. S. Contributions of the Psychological Corporation to the war effort. *Psychol. Bull.*, 1942, 39, 638-642.—In addition to services rendered by members of the Corporation's staff as individuals, the services of the following divisions are discussed: test, industrial, market research, testing service for schools of nursing, and clinical.—F. McKinney (Missouri).

365. Berkson, J. Tests of significance considered as evidence. *J. Amer. statist. Ass.*, 1942, 37, 325-335.—The author questions the sole use of negative statistical evidence as in testing the null hypothesis in the classical manner. Investigators should and do seek affirmative answers rather than engage in disproving things. Alternative hypotheses should be sought. Substantial evidence and examples are presented for the author's views. Attention is called to the middle values as well as the small values of the *P* coefficient and to the effect of the size of the sample on *P*.—T. G. Andrews (Barnard).

366. Bernhardt, K. S. Proceedings of the annual meeting of the Canadian Psychological Association, University of Toronto, May 25 and 26, 1942. *Bull. Canad. psychol. Ass.*, 1942, 2, 22-26.—F. W. Finger (Virginia).

367. Boder, D. P. Nazi science. *Chicago Jew. Forum*, 1942, 1, 23-29.—Jaensch's constitutional typology is summarized in some detail, and several implications of the theory are considered. A criticism of the scientific validity of Jaensch's findings is offered.—E. B. Knauff (Brown).

368. Boring, E. G., Bryan, A. I., Doll, E. A., Elliott, R. M., Hilgard, E. R., Stone, C. P., & Yerkes, R. M. First report of the Subcommittee on Survey and Planning for Psychology. *Psychol. Bull.*, 1942, 39, 619-630.—The report of the committee's findings falls into 3 parts, the first 2 of which are contained in this article: (1) psychology in the war emergency, (2) psychology in the postwar world. Recommendations in reference to (1) concern: establishment of a planning board to promote applications of psychology, establishment of professional training schools, a centralized service of psychological information, and arrangement of conferences between psychological specialists in service. Recommendations in reference to (2) concern: establishment of a central American institute of psychology; advancement and improvement of professional training, including internships; development of a procedure of certification; encouragement of deviation from formal training of individuals in order to meet specific social

needs; and socialization of psychology as a profession rather than its general or exclusive development as a private practice.—F. McKinney (Missouri).

369. Bourbon, O. P. An improved pupillometer. *Amer. J. Ophthal.*, 1942, 25, 1107-1108.—A disc with 8 circular openings corresponding to pupillary sizes from 2 to 10 mm., in steps of 2 mm., is recommended for rapid estimation of pupillary size. Parallel white lines extending from the sides of each opening to the periphery of the disc can be used for actual measurement of the pupillary width.—D. J. Shaad (Lawrence, Kansas).

370. Britt, S. H. Radio broadcast on "Psychologists in the war effort." *Psychol. Bull.*, 1942, 39, 665-669.—The script of the broadcast is reproduced so that it may be used by other psychologists in public relations activities. It describes the activities of the Office of Psychological Personnel as a clearing house for psychological problems.—F. McKinney (Missouri).

371. Broster, E. J. Correlation analysis by margins. *J. Amer. statist. Ass.*, 1942, 37, 359-366.—The author presents a method of correlation analysis which applies to problems in one independent variable in which graphing indicates an equation of some unknown but higher degree than the first. The analysis by margins can be used to obtain the best-fitting degree of an equation for final solution by least squares. The method obtains only an approximation, and it sometimes fails to yield results, and a good fit by the marginal analysis does not guarantee that the equations obtained state the true relationship.—T. G. Andrews (Barnard).

372. Christenson, J. A., Jr. The if-then relation and scientific inference. *Psychol. Rev.*, 1942, 49, 486-493.—Using, as its point of departure, Johnson's article (see 14: 653) in which he refers to the relation of implication, and applies it to his definition of causal explanation in psychology, the present article attempts to show certain analytical properties of that relation, and to demonstrate their role in scientific inference. The analysis given of the if-then relation permits a reconciliation between the statement of traditional logic that affirming the consequent or denying the antecedent in an if-then argument results in a *non-sequitur*, and the type of inference made in scientific reasoning.—A. G. Bills (Cincinnati).

373. Creegan, R. B. R-systems versus psychological spaces. *Phil. Sci.*, 1942, 9, 376-379.—This is a critical discussion of Culbertson's attempt to construct a physical theory of sensation. The principal difficulty alleged is the metaphysical cleavage still remaining between perceived qualities

or intensities and the systems of physical connections with which they are correlated.—R. H. Dotterer (Pennsylvania State College).

374. Crissman, P. The psychology of John Dewey. *Psychol. Rev.*, 1942, 49, 441-462.—The following concepts are essential to Dewey's system: (1) Habits constitute the content of perception, thought, meaning, object, imagination, mind, and self. The genesis of impulse, desire, purpose, motive, and consciousness is through blocking or conflict among habits. Habits are dynamic, persistent, learned, selective, and purposive. (2) Character is the interpenetration of habits. The self is a complex Gestalt of habits. (3) Impulse is the dynamic phase of habit. (4) Emotion is perturbation from the clash or failure of habit. (5) Motive is an impulse viewed as a constituent of habit. (6) Desire is activity surging forward to break through obstacles. (7) Thought is the mode of organic behavior in which past experience, as habit, controls the present course of behavior in fulfilling some desire or purpose. (8) Mind is a way in which organisms behave on the basis of past experience. It is not private and subjective, but is known through experimental observation. (9) Consciousness is either bare immediacy or awareness of meaning, having ideas. (10) Meanings are ways of viewing things in the interests of action. The chief criticism of Dewey's system is against (1) the ambiguity in using such terms as meaning, mind, consciousness, as consisting wholly of organic responses, (2) the concept of habit as fundamental to psychology, and (3) employment of popular concepts in technical applications.—A. G. Bills (Cincinnati).

375. Essen, J. v. Psychologie und rassische Eigenart. (Psychology and racial peculiarity.) *Z. Psychol.*, 1941, 150, 168-184.—Science in the abstract sense is above race and nationality, but science as factual reality is not, since in the latter sense it is determined by scientists who are people and as such are determined by their race and nationality. Individual racial and national peculiarities in thinking, willing, and perceiving make Jews in Germany and Negroes in the United States unsuitable as scientists.—L. H. Beck (Brown).

376. Evans, W. D. The standard error of percentiles. *J. Amer. statist. Ass.*, 1942, 37, 367-376.—The author presents the assumptions and derivation of equations for obtaining approximations of the standard error of a percentile in large and small samples.—T. G. Andrews (Barnard).

377. Foley, J. P., Jr., & Cofer, C. N. An inexpensive multiple-exposure extension for the simple memory drum. *J. exp. Psychol.*, 1942, 31, 438-439.—The need for a memory drum with several apertures is stressed, and suggestions are given as to how this need can be met very economically. The way in which several series of learning materials can be presented successively is described.—M. J. Zigler (Wellesley).

378. Gundlach, R. H. Proceedings of the twenty-second annual meeting of the Western Psycho-

logical Association. *Psychol. Bull.*, 1942, 39, 609-614.—F. McKinney (Missouri).

379. Harriman, P. L., Greenwood, L. L., & Skinner, C. E. Psychology in nursing practice. New York: Macmillan, 1942. Pp. ix + 483. \$3.25.—The findings of scientific psychology are presented in a setting designed to fit them into the demands of the psychology course in schools for nursing. Special consideration is given to mental hygiene, problems of personality adjustment, and interpersonal relationships. Chapter headings are: the behaving organism, the muscles and sense organs, the neuro-endocrine systems, motivation, emotion, the mental processes, the learning process, mental and educational abilities, the atypical and the socially mal-adjusted, the psychology of mental deficiency and mental disorder, personality and its development, mental hygiene, psychology of the patient, and psychology and the art of nursing. There is an appendix of suggested reference books.—E. H. Rodnick (Worcester State Hospital).

380. Hartung, F. E. Operationalism: idealism or realism? *Phil. Sci.*, 1942, 9, 350-355.—Lundberg's operationalism is found to be inconsistent. On the one hand, it ostensibly rests upon an epistemology reminiscent of Kant's *Critique of pure reason*; on the other hand, at least by implication, it accepts the physiologists' statement that bodily organs and neural structures exist. The author maintains that operationalism presupposes a philosophic realism in which, through scientific analysis, being and thought are synthesized. The one is presented in terms of the other, "as one of the forms of motion, having certain behavior which is absent in other forms of motion." The scientist investigates the nature of things, not merely of sense-data, and "what this investigation shows is the nature of the world."—R. H. Dotterer (Pennsylvania State College).

381. Heinlein, C. P. Basic postulates neglected in the application of standard parameters to empirical samples of biotic data. *Psychol. Bull.*, 1942, 39, 586-587.—Abstract.

382. Helson, H. Proceedings of the thirteenth annual meeting of the Eastern Psychological Association. *Psychol. Bull.*, 1942, 39, 601-608.—F. McKinney (Missouri).

383. Hicks, G. D. The nature and method of psychological inquiry. *Brit. J. Psychol.*, 1942, 33, 77-92.—The headings of this discussion are: knowledge and the process of knowing, psychology as a science, the subject-matter of psychology, the standpoint of psychology, the aims and methods of scientific psychology, psychology and philosophy.—M. D. Vernon (Cambridge).

384. Horton, G. P. An apparatus for producing variable rates of change in the intensity of a tone. *Psychol. Bull.*, 1942, 39, 611.—Abstract.

385. Howells, T. H. Proceedings of the eleventh annual meeting of the Rocky Mountain Branch of the American Psychological Association. *Psychol. Bull.*, 1942, 39, 615.—F. McKinney (Missouri).

386. Johnson, H. M. General rules for predicting the selectivity of a test when the standardizing population and the parent population are not necessarily homogeneous. *Psychol. Bull.*, 1942, 39, 577.—Abstract.
387. Kantor, J. R. Preface to interbehavioral psychology. *Psychol. Rec.*, 1942, 5, 173-193.—Interbehavioral psychology "is committed to the principle that the subject-matter of psychology is the interbehavior of organisms and objects under specific developmental and immediate conditions." It is in line with current trends in other sciences. "Described happenings are not only regarded as functional relationships of the components of a situation, but also depend upon the instruments and operations of the investigator." Eight postulates for a psychological science formulate the interbehavioral principles. Psychologists impose historical ideas upon nature, and more than other scientists are influenced by 17th century dualism. Current treatment of visual perception is given as an example of the reduction of complex psychological phenomena to a series of isolated abstractions. Interbehavioral constructions ("behavior segment," "interbehavioral media," etc.) are suggested for the description and interpretation of psychological events.—E. J. Gibson (Smith).
388. Kattsoff, L. O., & Thibaut, J. Semiotic and psychological concepts. *Psychol. Rev.*, 1942, 49, 475-485.—This is a discussion of the distinctions involved in the science of signs (semiotic) and their implications for psychological concepts. Semiotic has three branches: syntactics, semantics, and pragmatics, which are concerned with the relation between a sign and other signs, its referent, and the user of that sign respectively. An experiment amounts to the semantic rule for a given sentence. It is at this point that naive operationalists are misled, for when they assert that a given concept means the particular operations performed, or particular types of behavior observed, they confuse semantics with pragmatics. The operations that were designed to specify the semantic meaning of the concept actually specify the pragmatic meaning, because of the failure to distinguish between operations that are performed and operations that should be performed. An example of concepts in which semiotic operations are embedded are Tolman's 'means-end-readiness' and Krechevsky's 'hypothesis.' Thus, means-end-readiness consists of a selectivity of potentially symbolic events and a syntactical ordering of these events, whereas the appearance of the hypothesis introduces the pragmatic relationship. When verified (by getting the food), the hypothesis becomes a semantic rule. Other examples are taken from testing, education, etc.—A. G. Bills (Cincinnati).
389. Lefever, D. W. Gnats and camels in quantitative research. *Psychol. Bull.*, 1942, 39, 613.—Abstract.
390. Munn, N. L. Proceedings of the thirty-seventh annual meeting of the Southern Society for Philosophy and Psychology. *Psychol. Bull.*, 1942, 39, 573-588.—F. McKinney (Missouri).
391. Murphy, G. A summer session course in psychical research at Harvard University. *J. Amer. Soc. psych. Res.*, 1942, 36, 231-235.—In honor of William James's centenary, a course on psychical research from William James to the present was given by the author in the Harvard summer session, 1942. The course presented the historical evolution of the subject and the development of various interests and methods. The interest of the students in conducting actual research of their own was a feature of the course, several student research projects having been completed during the session. A syllabus covering the topics and suggested readings for the course is appended.—B. M. Humphrey (Duke).
392. Ogden, R. M. Science and knowledge. *Phil. Rev.*, N. Y., 1942, 51, 559-573.—The positivist suggests that we should identify abstractions with the events from which they are derived. Ernst Mach reduced physics to a psychology of sensation. In his day, introspective psychology had high hopes of laying the foundation of all scientific knowledge. Dynamic psychology has now supplanted structural psychology. The only sane foundations of knowledge are the unformulated events of practical behavior. Knowledge is first of all a feeling of rightness or wrongness. It is conditioned, not upon the mind, but upon the course behavior is taking. This knowledge refers both to the self and to the world. Subjective and objective aspects must await abstraction. The feeling of rightness is essentially aesthetic and gives rise to art, religion, and social solidarity. Science follows after them. Knowledge may be dependable even when it is vague. Science is refined knowledge. It is a persistent pursuit of truth.—M. F. Martin (Richmond Professional Institute).
393. Paschal, F. C. On the weighting of broad categories. *Psychol. Bull.*, 1942, 39, 576-577.—Abstract.
394. Peterson, D. A. A comparison of efficiency of two types of visual discrimination apparatus in establishing discrimination habits in hooded rats. *Psychol. Bull.*, 1942, 39, 590.—Abstract.
395. Raiford, T. E. Skewness of combined distributions. *J. Amer. statist. Ass.*, 1942, 37, 391-393.—Indicating that combining results from several investigators on the same problem is often of great value, the author presents the derivation of a new formula for the measure of skewness for combined sets of data. It is demonstrated that combining subsets of data all of which are skewed in the same direction, does not necessarily result in a parent distribution with skewness in that same direction.—T. G. Andrews (Barnard).
396. Redfield, R. [Ed.] Biological symposia. VIII. Levels of integration in biological and social systems. Lancaster, Pa.: Jacques Cattell Press, 1942. Pp. 240. \$2.50.—The 10 papers in this vol-

ume (exclusive of the editor's introduction) deal with problems of integration as they appear in seeking to understand such varied phenomena as the origin of the multicellular organism, the establishment of a dominant region or center of control in individual lower organisms, the nature of social factors in insect populations, and societies among monkeys, apes, and primitive men. The contributors are: W. C. Allee, J. W. Buchanan, W. Burrows, C. R. Carpenter, A. E. Emerson, R. W. Gerard, L. H. Hyman, H. S. Jennings, A. L. Kroeber, R. E. Park, and T. Park.—*D. K. Spelt* (Mary Baldwin).

397. Rosander, A. C. The use of inversions as a test of random order. *J. Amer. statist. Ass.*, 1942, 37, 352-358.—The author presents inversion distributions and the method of calculating them as a means of testing hypotheses of randomness about data. As examples, tests of the randomness of numbers are made on selected series of Tippett's numbers, measurements in quality control, and a sample of economic time series. The author also demonstrates the application of inversions to tests of guessing in ESP experiments, chance in test scores, and chance in discrimination problems. A novel method of testing size and significance of correlation by the use of inversion measures is demonstrated.—*T. G. Andrews* (Barnard).

398. Sanborn, H. Psychology and epistemology. *Psychol. Bull.*, 1942, 39, 587.—Abstract.

399. Seashore, R. H. Proceedings of the seventeenth annual meeting of the Midwestern Psychological Association. *Psychol. Bull.*, 1942, 39, 589-600.—*F. McKinney* (Missouri).

400. Sickles, W. R., & Hartmann, G. W. The theory of order. *Psychol. Rev.*, 1942, 49, 403-421.—This article contends that what we know phenomenally as order is really the manifestation of underlying electrodynamic laws governing behavioral processes. The study of order is the study of the principles underlying the orderliness of behavior, and these, in turn, prove to be the fundamental laws of electricity and electromagnetism. Order is not mere repetition as such of the same design. It is the "term applied to any subjective quality or sensation which is produced by and dependent upon, the number of straight lines which can be drawn through three or more actual or supplied points or centers of the sensory field; it varies directly with the degree to which these lines tend to become parallel with each other and with the vertico-horizontal coordinate system natural to the organism." Thus psychological order is related to mathematical order and to the basic laws underlying all natural processes.—*A. G. Bills* (Cincinnati).

401. Snedecor, G. W. The use of tests of significance in an agricultural experiment station. *J. Amer. statist. Ass.*, 1942, 37, 383-386.—The author describes the circumstances in which the tests of significance such as *t*, *z*, and *F* are applied, indicating that an experiment is a sampling designed to test some null hypothesis. The use of other, more subjective evidences is described, and the author points

out that blind subservience to any conventional probability is undesirable. The 5% and 1% limits are convenient milestones which the investigator merely notes in passing, and any probability that turns up constitutes evidence pertinent to decisions. It is believed that the term "test of significance" is creating more confusion than it resolves, the phrase not being descriptive of the logical and experimental concepts involved.—*T. G. Andrews* (Barnard).

402. Tramer, M. Creativismus. (Creativism.) *Sophia, Padova*, 1941, 9, 20-33.—The creative process involves, but cannot be defined exclusively by, transformations of energy and form. It follows internal laws of action. Creativism differs from vitalism in that it postulates no specifically vital basis. It has more in common with holism. Progressive creativism comprises several parallel series of degrees of freedom which are identified with events and situations in which they are manifested. Full creativity arises in the range of degrees of "life freedom" (*Biofreiheit*). The entire gamut embraces physical and chemical events as well as psychological activity, and its developmental aspect is definitively significant.—*H. D. Spoerl* (American International College).

403. Walls, G. L. Stereo-movies without camera accessories. *J. opt. Soc. Amer.*, 1942, 32, 693-694.—A single motion picture camera is used to photograph two complete revolutions of a display turntable of constant speed. The film, after processing, is cut into two portions of equal length, each showing a single revolution of the table in nearly identical sequences of frames. Each portion of film is then inserted into one of a pair of projectors trained upon two halves of a screen. In viewing the screen the observer is provided with 10-diopter prisms, mounted base in upon a spectacle frame. The right eye then sees the left half of the screen and vice versa. When the two projectors are started, fusion occurs and a single field is observed. If one projector is started slightly ahead of the other, the disparity between frames appearing simultaneously in the two halves of the screen will give the appearance of stereoscopic depth to the objects on the turntable. Exaggerated stereoscopic or pseudoscopic effects are created by varying the lag of one film behind the other.—*L. A. Riggs* (Brown).

404. Ward, D. F. Formulae for work curves. *Brit. J. Psychol.*, 1942, 33, 130-137.—"Certain aspects of the formulae for work curves have been considered, and formulae have been put forward which consider the decrement of the curve, and may also give a fatigue coefficient. The hyperbolic formula is the easiest to understand; it gives a straightforward measure of decrement in itself. The logarithmic formulae are more complex, but take into account the element of new threads of output being engendered. Here the decrement is dependent on two coefficients, and a method is outlined to find them. The new logarithmic formula put forward makes an attempt to give a decrement measure in terms of a single measure, *m'*, but the

other coefficients may still affect the curve. Further research may show how to detect the new threads engendered."—*M. D. Vernon* (Cambridge).

405. Warden, C. J., Ross, S., & Klein, G. S. *Laboratory manual for experimental comparative psychology*. New York: C. J. Warden, Columbia University, 1942. Pp. 70. \$2.00.—This manual, intended for a laboratory course in animal psychology, is divided into three parts. Part I presents general information concerning the laboratory, instructions for writing reports of experiments, and extensive bibliographies on the methods to be used: discrimination and conditioning; and the multiple-plate, instrumental, delayed-response, and multiple-choice types of problem-solving. In Part II specific projects on the following topics are outlined: maze-learning (white rat), activity (white rat), obstruction-method (white rat), brightness-discrimination (chick), problem-box (cat), and latch-box (monkey). Bibliographies and charts for the tabulation of data are given in connection with each project. In Part III detailed instructions and a general bibliography are presented for the laboratory care of rats, chicks, cats, and monkeys.—*C. T. Morgan* (Harvard).

406. Wilson, E. B., & Worcester, J. Contingency tables. *Proc. nat. Acad. Sci., Wash.*, 1942, 28, 378-384.—"If there be given v cellular universes . . . with unknown probabilities . . . to the number of T in their cells; and if samples . . . be drawn from them; and if certain independent totals to the number of L among the n 's be assigned . . . , the condition that the probability of the samples drawn depends in the same way upon the unknown probabilities throughout the subseries of tables for which these L totals remain fixed, and which therefore has T - L degrees of freedom, will enable the probability of the samples within the series to be written in terms of L unknown probabilities and the L assigned totals will give T - L relations between the unknown probabilities." These "relative probabilities . . . are then proportional to the reciprocals of the products of the factorials of the numbers occurring in the cells of the tables and may be determined."—*L. A. Pennington* (U. S. Naval Reserve).

407. Wilson, E. B., & Worcester, J. The association of three attributes. *Proc. nat. Acad. Sci., Wash.*, 1942, 28, 384-390.—"If from a universe of individuals with or without three characters A , B , C there be drawn a sample of N , the six numbers (A), (B), (C), (α), (β), (γ), with or without each character will be known, as will the twelve numbers . . . of those with or without each pair of characters, and the eight numbers . . . which specify the primary populations in the sample. Corresponding to these eight types of individuals there will be eight (presumably unknown) probabilities in the universe." In considering the significance of a particular sample, the authors select four cases for discussion and present illustratively the relative probability tables. The four instances selected are: (1) the grand total and the 'edge' subtotals, (2) one marginal

'face' and the complementary edge, (3) two marginal faces, (4) all three marginal faces.—*L. A. Pennington* (U. S. Naval Reserve).

408. Wolfie, D. Psychologists in government service. *Psychol. Bull.*, 1942, 39, 631-633.—This is a supplement to a previously published list (see 16: 3873) indicating the names, addresses, and titles of psychologists in full or part-time government service.—*F. McKinney* (Missouri).

NERVOUS SYSTEM

409. Echlin, F. A. The electroencephalogram in epilepsy. *J. nerv. ment. Dis.*, 1942, 96, 565-567.—The EEG's from 100 epileptic patients were classified into 4 groups on the basis of the site in the brain which gave the pathological discharges. It was found that there was a close relationship between the pattern of the clinical seizure, in terms of the apparent place of origin of the disturbance especially, and the form of the EEG.—*L. B. Heathers* (Smith).

410. Gibbs, F. A., & Knott, J. R. Changes in the frequency-energy spectrum of the electroencephalogram from birth to twenty-four years. *Psychol. Bull.*, 1942, 39, 600.—Abstract.

411. Knott, J. R., & Hadley, H. D. Changes in the energy of the alpha band of the electroencephalogram following stimulation. *Psychol. Bull.*, 1942, 39, 600.—Abstract.

412. Mesquita, A. de. Da electroencefalografia e sua posição atual. (Electroencephalography and its present state.) *Impr. méd., Rio*, 1942, 18, 91-100.

413. Putnam, T. J., & Liebman, S. Cortical representation of the macula lutea. *Arch. Ophthalm., Chicago*, 1942, 28, 415-443.—The development of the concept of bilateral representation of the macula is critically reviewed, and relevant experimental and clinical data are evaluated. No dependable anatomic evidence has been offered for the existence of a connecting tract from one geniculate body to the contralateral striate cortex; rather, the non-existence of such a connection appears to have been established. Also, postulation of bilateral macular representation is not necessary to explain clinical evidence of macular sparing. However, it is apparent that the lack of obvious correlation between field defects and cortical damage leaves many problems yet unsolved. Explanations may be sought in the extensiveness of macular representation in the homolateral cortex, in a variable shift of fixation which obscures exact location of scotomas, and in the possibility that lower centers may sometimes take over the function of gnostic vision after cortical injury. An extensive bibliography is given.—*M. R. Stoll* (Lowell, Mass.).

414. Speidel, C. C. Adjustments of nerve endings. *Bull. N. Y. Acad. Med.*, 1942, 18, 625-653.—Speidel observed, over a period of days, individual nerve fibers in the tails of living tadpoles under normal and abnormal conditions. Nerve endings display only one general reaction to irritants (temperature changes, x-rays, metrazol, electric shock), i.e. swelling, retraction, and variable degrees of

degeneration. Likewise, regeneration follows one pattern: reduction of swelling, growth and branching, and establishment of new terminal positions. The original pattern is reproduced only so far as the fibers are ensheathed in the original neurilemma. The free endings adjust to changing stresses. Slowing of circulation (metrazol, electric shock) causes profound alterations followed by regeneration in a new pattern. The conclusion seems justified that free endings in the central nervous system may undergo changes similar to those of peripheral endings, thus permitting some flexibility at synapses. Changes in synaptic patterns (and resultant mental outlook) might result from shock therapy, nutritional or hormonal imbalance, intoxications, and senile degeneration. They would probably also accompany normal cerebral growth and maturation. Ciné-photomicrographs.—*M. E. Morse* (Baltimore, Md.).

415. Young, J. Z. The functional repair of nervous tissue. *Physiol. Rev.*, 1942, 22, 318-374.—The outstanding recent advances in the knowledge of normal nerve functioning are appreciation of the importance of fibers of various sizes and the significance of detailed structure of the nerve for functioning. Functional restitution in adult mammals results from accidental reconnection of sprouts from the central stump with empty Schwann tubes of the peripheral stump. The axone is oriented mechanically by tension. Each tube retains the character of the original fiber most important for its functioning, i.e. its diameter, and can regenerate only if innervated by a fiber like the original. Many connections are unsuitable, and hence the more delicate functions remain imperfect, although excess innervation serves as compensation. The theory of chemio-attraction is unsupported by reliable evidence, and there is little probability that atypically connected neurones can re-adjust their functions, or that recovery is helped by special agencies such as specific directions of outgrowth, atrophy of wrongly connected fibers, or central readjustments. Although proof is lacking, excess innervation and abnormally shaped endings are probably closely connected with aberrant sensations. Illustrations. Extensive bibliography.—*M. E. Morse* (Baltimore, Md.).

[See also abstracts 396, 440, 441, 470, 478, 487, 544, 555, 576.]

RECEPTIVE AND PERCEPTUAL PROCESSES

416. Andresen, H. Über die Auffassung diffus optischer Eindrücke; ein Beitrag zur Bedingungs-erforschung der Leistungsvollzüge beim Rorschach-test. (Concerning the perception of diffuse optical impressions; a contribution to the research on the conditions of performance in the Rorschach test.) *Z. f. Psychol.*, 1941, 150, 6-91.—An apparatus was devised whereby sharply contoured figures could be presented in 5 steps of diffusivity from very sharp outline to a very indefinite outline. 27 subjects were

instructed to describe what they saw when they looked at the diffuse figures. Some of the subjects drew what they saw. It was found that the perceptions are altered by the diffuseness of the figures. The more diffuse figures are perceived as labile, but they always represented something. The less diffuse figures have a fixed organization and are perceived in a constant way. Aside from the stimulus conditions which determine what is perceived, there are also personal factors such as sets, attitudes: these can be induced through instruction, experience, previous perceptions, etc. Specific changes which occur with diffusivity are: symmetry and regularity are lost, the contour becomes lost, round forms become angular; in short, the clearly differentiated figure becomes an undifferentiated complex.—*L. H. Beck* (Brown).

417. [Anon.] The eyes and their care. (Film.) New York: Erpi, 1941. 10 min., sound. \$50.00.—[Abstracted review; original not seen.] This film shows the structure of the eye, eye movements, field of vision, light receptors. It also deals with night blindness, near- and farsightedness, astigmatism, infections, and protection. The film is for high school, college, or general audiences.—*H. L. Ansbacher* (Brown).

418. [Anon.] How the ear functions. (Film.) New York: McCrory Studios, 1940. 11 min., sound, \$40; rent, \$1.50.

419. [Anon.] How the eye functions. (Film.) New York: McCrory Studios, 1940. 15 min., silent, \$30.00; 11 min., sound, \$40.00; rent, \$2.00.—[Abstracted review; original not seen.] Animated drawings are used to present the anatomy and physiology of the eye.—*H. L. Ansbacher* (Brown).

420. [Anon.] American war standard specification and description of color. *J. opt. Soc. Amer.*, 1942, 32, 694-696.—Where precision is not important but general comprehensibility is desired, a system of color names adapted from common language and proposed by the Inter-Society Color Council is recommended. This system has been defined in terms of the 1929 Munsell book of color.—*L. A. Riggs* (Brown).

421. Bartlett, N. R. The discrimination of two simultaneously presented brightnesses. *J. exp. Psychol.*, 1942, 31, 380-392.—Liminal brightness difference for two juxtaposed semicircular areas simultaneously exposed was determined as a function of duration of exposure and as a function of intensity. The method employed included decreasing the brightness of one semicircular area until it appeared equal to the other, as well as increasing the brightness of one of the half-fields until the two seemed just different. The plots of the results depicting $\Delta I/\bar{I}$ both as a function of $\log I$ and of $\log \bar{I}$ tend to exhibit slow increase at first, then an increase at a greater rate, then a levelling off, and in some cases a slight final decline at the highest intensities. The graphs which show the dependency of this same relative threshold upon time of exposure are de-

clining functions which change more rapidly at first and then level off. The rate of the initial decline is a direct function of the magnitude of the intensity. When these same data are plotted logarithmically, a slight linear decline in the relative threshold here used occurs as $\log t$ increases initially, but a value of $\log t$ is soon reached beyond which the decline is more rapid and is no longer linear.—*M. J. Zigler* (Wellesley).

422. Breckenridge, R. P. *Modern camouflage; the new science of protective concealment*. New York: Farrar & Rinehart, 1942. Pp. 290. \$3.50.

423. Cox, S. M. Shape of subjective space. *Nature, Lond.*, 1942, 150, 349.—A theory which holds that each fiber of the optic nerve contributes equally to subjective space would find the following evidence to substantiate it: (1) the apparent uniform brightness of the visual field in spite of variations in population density of retinal sense cells; (2) the distortion of the subjective field from reality in the case of the blind spot as shown by subjective filling-in of incomplete figures falling across the blind spot; (3) the apparent increase in size of objects, when a stereoscopic photograph is examined invertedly so that there is no stereoscopic effect even though the two halves fuse. Shutting one eye produces the original size again. "It would seem that binocular fusion without stereoscopic effect is equivalent to doubling the numbers of active sense-cells and consequently the subjective size, while where stereoscopic vision is concerned some sort of unification of corresponding sense-cells takes place so that they behave as one—a possible explanation also of Fechner's paradox."—*R. L. Solomon* (Brown).

424. Dunlap, K., & Loken, R. D. Color blindness and vitamins. *Psychol. Bull.*, 1942, 39, 585.—Abstract.

425. Ehrenstein, W. Über Abwandlungen der L. Hermannschen Helligkeitserscheinung. (Modifications of the brightness phenomenon of L. Hermann.) *Z. Psychol.*, 1941, 150, 83-91.—The basic figure for observation is an unenclosed white area equidistant from the center of which at least 4 regular black rays are drawn. Phenomenally the central area appears brighter than the surrounding area containing the rays. This brightness disappears when the rays are broad enough to enclose or almost to enclose the central area, and when the central area is enclosed by a circle. The brightness is (qualitatively) directly related to the number, length, and breadth of the rays and inversely related to the area of the central opening. It occurs in either monocular or binocular vision. When lattices of different central area and ray width are superimposed concentrically, the most central area is surrounded by two areas of decreasing brightness. The reverse of the phenomenon occurs when the black and white are interchanged: the central area appears blacker. Hering's hypothesis of simultaneous contrast is inadequate. Eye movements produce a graying of the surround by mixing the black rays and the white background; thus, the

central area merely appears whiter. Priority of the observation is given to Hermann, not Hering.—*L. H. Beck* (Brown).

426. Gemelli, A. [The mechanism of the influence of movements of the head on the localization of sounds; preliminary note.] *Ric. sci.*, 1942, 13, 5-10.

427. Gilmer, B. v. H. A neurovascular theory of cutaneous sensitivity. *Psychol. Bull.*, 1942, 39, 585.—Abstract.

428. Grant, V. W. Elements of "Gestalt" optics. *Optom. Whly.*, 1942, 33, 525-526; 945-947.—These articles continue earlier ones (see 16: 2988), presenting the Gestalt concepts of size and form constancy and the concept of cortical mass action as supported by the work of Lashley.—*D. J. Shaad* (Lawrence, Kansas).

429. Heiman, M. Riboflavin: significance of its photodynamic action and importance of its properties for the visual act. *Arch. Ophthalm., Chicago*, 1942, 28, 493-502.—Riboflavin in free and dialyzable form has been found only in the liver and the retina, and its measured concentration in the retinas of some fishes exceeds that in any other tissue. This suggests that riboflavin may be important for the visual function. Clinical evidence supports this view, for visual disturbances, especially twilight blindness, photophobia, impaired acuity, and visual fatigue, have been found in association with riboflavin deficiencies and have shown definite, and often dramatic, improvement in response to administration of the vitamin. The author reports experiments with photosensitive printing paper, which indicate that riboflavin has some photodynamic action and that it serves to protect the photosensitive substance from effects of light. Although acknowledging that actual proof is lacking, he concludes that riboflavin may be associated with cone function much as carotene has been shown to be essential to rod function in vision.—*M. R. Stoll* (Lowell, Mass.).

430. Hunt, W. T., Jr., & Betts, E. A. Visual problems: certain assumptions and data. *Amer. J. Ophthalm.*, 1942, 25, 1084-1094.—The authors present a series of 15 assumptions concerning a psychophysiological approach to the analysis of visual problems; 10 tables summarizing the findings in a study of 126 fifth grade pupils are given, with recommendations for further studies on seeing problems which should be based on comprehensive visual-analysis techniques.—*D. J. Shaad* (Lawrence, Kansas).

431. Moynihan, J. F. The concept of the synthetic sense and a technique of its measurement. *Stud. Psychol. Psychiat. Cathol. Univ. Amer.*, 1942, 5, No. 5. Pp. 48.—This study approaches the measurement of the synthetic sense (the *sensus communis* of the Scholastics which originated with Aristotle) through attempting to get pure tests of this factor. After the tests had been determined and tried on a preliminary group, 5 spatial tests (connected series, pattern findings, overlapping

shapes, card turning, and form fitting), and 4 verbal tests (word sequence, completion, rhythm, and sound grouping) were given to 150 subjects at Weston and Boston Colleges. Application of factorial analysis to the test results showed that 7 of the tests constitute a good battery for the measurement of a general underlying factor since they satisfy the hierarchy criterion, give low tetrads and residual correlations, and a high multiple correlation with the general underlying factor. Although these tests involve some intellectual ability, sensory analysis and synthesis are outstanding. This is the synthetic sense, its analytic activity isolating elements in a sensory complex, its synthetic activity apprehending the products of analysis as a synthetic unit.—D. T. Spoerl (American International College).

432. Murray, E. Congenital and acquired anomalies of color vision. *Science*, 1942, 96, 448.—The author refers to some of the factors necessary to be taken into consideration with respect to the problem of congenital versus acquired types of anomalous color vision. She protests against promoting the use of drugs or vitamins to enable an applicant to pass a color vision test where knowledge of the permanence of the cure is not yet available.—F. A. Mote, Jr. (Connecticut).

433. Newhall, S. M. The reversal of simultaneous brightness contrast. *J. exp. Psychol.*, 1942, 31, 393-409.—It is reported that 7 of 22 subjects observed a reversal contrast effect instead of the classical contrast effect when two Riedel face figures, outlined in the same gray, were presented, one on a white ground and the other on an adjacent black ground. Further observations involving a variety of figures revealed that the reversal effect was unstable and broke down with experience in some cases. The reversal effect was not observed when solid figures were used instead of outline figures. The frequency of the occurrence of the reversal effect was greater for proximal than for remote observation. The reversal is interpreted to be due to an opposition between the conditions favoring brightness constancy and those favoring the classical contrast effect.—M. J. Zigler (Wellesley).

434. Pennington, L. A., & Cowles, J. T. The auditory sensitivity of the laboratory rat. *Psychol. Bull.*, 1942, 39, 590.—Abstract.

435. Poole, H. H. Illumination and visual range under water. *Nature, Lond.*, 1942, 150, 337-339.—The chief obstacles to visibility under water are: (1) the reduction of the ratio of brightnesses of the surface of an object and its surrounding field by the addition to both of daylight scattered by the intervening water; (2) the reduction in the absolute difference of brightness by extinction in the intervening water; and (3) the reduction of illumination so that increased ratios are needed to make an object detectable. The color of impinging light is also a factor. The extinction of red light reduces all objects to bluish green. At great depths, if the observer is dark adapted, the wave length of light

which is produced by extinction is close to the point of maximum sensitivity of the eye. The distance at which an underwater object is visible also depends upon its direction. Dark-toned objects are more visible horizontally because they do not illuminate intervening media to any great extent. It is therefore "difficult to estimate with certainty the visibility of a given object from measurements of light penetration alone;" further information about the angular distribution of scattered light under water is needed.—R. L. Solomon (Brown).

436. Schuler, N. Some new aspects of abnormal psychology. *Optom. Wkly*, 1942, 33, 973-974; 1001-1005, 1017.—The author emphasizes the significance of the eye as a part of the central nervous system; incoordination of afferent visual impulses may contribute to mental instability.—D. J. Shoad (Lawrence, Kansas).

437. Swanson, W. L. Rehabilitation of the color blind. *Optom. Wkly*, 1942, 33, 864-868.—Three cases are reviewed in which the subjects were trained by practice on standard color charts.—D. J. Shoad (Lawrence, Kansas).

438. Thomae, H. Experimentelle Beiträge zum Problem der unbewussten Sinneseindrücke. (Experimental contributions to the problem of unconscious sensory impressions.) *Z. angew. Psychol.*, 1941, 60, 346-383.—25 subjects were shown successively 5 nonsense figures. They were then asked to identify these figures on a chart containing another group of colored figures which framed the original figures. The subjects were instructed to give maximal attention to the original nonsense figures and to let figures other than the original figures appear only in the fringe of consciousness. 15 subjects recognized the colored figures in a recognition series of individual items containing similar colored figures. Evidence gathered from producing a varied series of rhythmic clicks and sounds during the chart exposure indicates some, albeit inaccurate, unconscious auditory perception. When the subjects were shown a series of 9 charts, the original and 8 others graded in similarity to it, and asked to select the chart in the series most like the original, 8 chose the original; the rest chose charts more or less like the original. The exposure time for the individual nonsense figures and the charts was 20 seconds.—L. H. Beck (Brown).

439. Weitz, J. The effect of stereoscopic presentation on a reversible configuration. *Psychol. Bull.*, 1942, 39, 584.—Abstract.

440. Wilska, A. Aktionspotentialentladungen einzelner Netzhautelemente des Frosches. (Action potential discharges of single retinal elements of the frog.) *Acta Soc. Med. 'Duodecim'*, 1940, A22, 63-75.—See *Biol. Abstr.* 16: 19998.

441. Wilska, A. Aktionspotentialentladungen einzelner Netzhautelemente der Katze. (Action potential discharges of single retinal elements of the cat.) *Acta Soc. Med. 'Duodecim'*, 1940, A22, 76-84.—See *Biol. Abstr.* 16: 19999.

442. Wright, W. D. The sensitivity of the eye to small colour differences. *Proc. phys. Soc. Lond.*, 1941, 53, 93-112.—See *Biol. Abstr.* 16: 20000.

[See also abstracts 369, 373, 384, 403, 411, 413, 460, 521, 652, 668.]

LEARNING, CONDITIONING, INTELLIGENCE

(incl. Attention, Thought)

443. Boguslavsky, G. W. A simple conditioning interpretation of discrimination learning. *Psychol. Bull.*, 1942, 39, 597.—Abstract.

444. Brody, E. B. The influence of thyroidectomy and thyroxin injection on the maze behavior of adult rats. *J. comp. Psychol.*, 1942, 34, 213-221.—Four groups of female albino rats, consisting of 8 thyroidectomized, 8 mildly hyperthyroidistic, 7 severely hyperthyroidistic, and 10 normal control animals, were compared for relearning scores on an alley maze which had been learned before experimental manipulation of any of the groups. "Thyroidectomy in white rats resulted in an apparent decrease in variability of maze behavior, perhaps due to a decreased sensitivity to environmental stimuli, while mild hyperthyroidism resulted in an apparent increase in variability, perhaps due to an increased nervous irritability or sensitivity to environmental stimuli. No significant differences in ability to learn, as indicated by time, trials, and errors, were noted indicating that increased nervous metabolism is not necessarily reflected in an increased speed of psychologic activity such as learning. Large doses of thyroxin had a detrimental effect on maze performance."—L. I. O' Kelly (U. S. Army).

445. Brogden, W. J. Tests of sensory pre-conditioning with human subjects. *Psychol. Bull.*, 1942, 39, 597.—Abstract.

446. Brownell, W. A. The place of repetitive practice in one kind of meaningful learning. *Psychol. Bull.*, 1942, 39, 576.—Abstract.

447. Buxton, C. E. Level of mastery and reminiscence in pursuit learning. *Psychol. Bull.*, 1942, 39, 593.—Abstract.

448. Cook, T. W. Distribution of practice with the mental maze. *Bull. Canad. psychol. Ass.*, 1942, 2, 24.—Abstract.

449. Dennis, W. Performance of Hopi Indian children on the Draw-a-man Test. *Psychol. Bull.*, 1942, 39, 578.—Abstract.

450. Dickenson, H. E. Group rational learning test through direct positive panchromatic films. *Psychol. Bull.*, 1942, 39, 574-575.—Abstract.

451. Dreher, R. E. An experimental study of transfer of training in a manual motor skill. *Proc. Ind. Acad. Sci.*, 1942, 51, 247.—Abstract.

452. Ericksen, S. C. Human learning on a three-point walking maze. *Psychol. Bull.*, 1942, 39, 593.—Abstract.

453. Estes, W. K. Effects of negative reinforcement. *Psychol. Bull.*, 1942, 39, 597.—Abstract.

454. Grant, D. A. Sensitization and association in eyelid conditioning. *Psychol. Bull.*, 1942, 39, 597.—Abstract.

455. Griffiths, W. J. The persistence of convulsions in the white rat. *J. comp. Psychol.*, 1942, 34, 279-283.—"Forty white rats, twenty convulsive and twenty non-convulsive, were taught two mazes of the same pattern, one 'open' or elevated, and the other 'closed.' Following mastery of these mazes, the animals were subjected to auditory stimulation and subsequently re-tested on the maze previously learned, to determine the effect of auditory stimulation, and convulsive seizures, on retention of a previously learned habit. It was found that: 1) Convulsive and non-convulsive animals had no difficulty in repeating an 'open' elevated maze following subjection to a convulsion-producing situation. 2) Convulsive animals showed considerable refractive periods when re-tested on a previously learned 'closed' maze, following a seizure. 3) There appears to be no essential difference between the learning ability of convulsives and non-convulsives, measured by the time required to learn a maze to the criterion of three errorless runs." The type of apparatus used to test the learning and retention of convulsive rats is important in ascertaining the effect of seizures on the function tested.—L. I. O' Kelly (U. S. Army).

456. Gulliksen, H. Learning in nursery school children. *Psychol. Bull.*, 1942, 39, 593.—Abstract.

457. Harlow, H. F. Discrimination learning without primary reinforcement. *Psychol. Bull.*, 1942, 39, 598.—Abstract.

458. Harris, J. D. Facilitation of the unconditioned response by the conditioned stimulus in buzzer-shock conditioning of rats. *Psychol. Bull.*, 1942, 39, 598.—Abstract.

459. Honigmann, H. The discrimination method in animal psychology. *Nature, Lond.*, 1942, 150, 296-297.—The discrimination method is open to several sources of error: (1) The animal's choice may be influenced by some of the experimenter's "unconsciously" given signs. (2) The animal may discriminate between two stimuli in a way differing from the experimenter's assumption. (3) There may be an error in the interpretation of motives responsible for an animal's choice. The main controversial items, such as the effect of each stimulus used and whether the animal responds to single components of the situation or to the stimulus pair as a context, are discussed.—R. L. Solomon (Brown).

460. Hunter, W. S. Visually controlled learning as a function of time and intensity of stimulation. *J. exp. Psychol.*, 1942, 31, 423-429.—An experiment is performed to show that the Bunsen-Roscoe reciprocity law applies in the field of learning. Employing 5 different exposures ($I \times t$), patterns of dots varying in number between 1 and 18 were presented, and the number of successive presentations required before the number of dots were cor-

rectly given was determined. The graphs presented show a linear relation to exist between number of dots and the log of the number of presentations required for learning. Decrease in intensity with time controlled had the effect of increasing the number of presentations required for learning, but did not affect the slope of the curves showing the relation between number of dots and the log of the time required for learning.—*M. J. Zigler (Wellesley)*.

461. Jackson, T. A. Use of the stick as a tool by young chimpanzees. *J. comp. Psychol.*, 1942, 34, 223-235.—Observation of 8 young chimpanzees in a problem situation solvable on an instrumental basis is reported. The essential technique was the acquisition of food by means of one or more sticks. The sticks were placed on platforms just outside the animal's cage. Problems of differing degrees of difficulty, involving one or two platforms were used. "Inspection of the results shows a striking correspondence between instrumental ability as manifested in these tests and age of the animal. The behavior of the older animals in the problem situation may be characterized as follows: general approach to the problem was deliberate and persistent, motor coordination good, perceptual scope relatively wide, emotional adjustment to the test situation was good, and the solutions tended to be of the 'insightful' (sudden) type. The behavior of the younger animals was characterized as follows: general approach to the problem was impulsive, movements were jerky, animal gave up easily, motor coordination was fair, perceptual scope seemed to be narrow, emotional adjustment was poor, and solutions were of the trial and error type." The results are interpreted in terms of Hull's habit-family-hierarchy.—*L. I. O'Kelly (U. S. Army)*.

462. Lawrence, D. Choice time as a measure of individual differences in serial and discrimination learning problems. *Psychol. Bull.*, 1942, 39, 610.—Abstract.

463. Liddell, H. S. The alteration of instinctual processes through the influence of conditioned reflexes. *Psychosom. Med.*, 1942, 4, 390-395.—The author holds that Pavlov's conditioning method is traumatizing and cannot be an impersonal observational one. The experimental neurosis is the pathological terminus of prolonged conditioning, induced by the monotonous repetition of stimuli within a fixed temporal pattern and the tensions resulting from an animal's self-imposed restraint. Emphasis should be placed upon the case history of the individual animal. The study of the C-R is intimately related to internal medicine, psychiatry, and physiology.—*P. S. de Q. Cabot (Simmons)*.

464. Mann, C. W. Learning in relation to hyperthyroidism in the white rat. *J. comp. Psychol.*, 1942, 34, 251-261.—The author measured the learning and relearning performance of two groups of rats on a Warden U-maze. One group received injections of thyroxin until increase in rate of heart beat was significant; the control group received corresponding injections of saline. The following re-

sults were obtained: (1) "No difference with respect to mean performance or variability was found in the hyperthyroid group." (2) "No difference of statistical significance was found with respect to retention in the two groups."—*L. I. O'Kelly (U. S. Army)*.

465. Marks, E. S. Factors affecting skin color judgments of Negro college students. *Psychol. Bull.*, 1942, 39, 577.—Abstract.

466. Marx, M. H., & Bunch, M. E. Error gradients around success in multiple-choice learning. *Psychol. Bull.*, 1942, 39, 593.—Abstract.

467. Morsh, J. E. Further investigation of "eidetic imagery." *Psychol. Bull.*, 1942, 39, 611.—Abstract.

468. Peterson, C. H. A note on the Rethlingshafer scale of tendency-to-continue. *J. comp. Psychol.*, 1942, 34, 237-239.—The use by Rethlingshafer of "resistance to interruption" and "tendency to resume activity after interruption" as equally valid measures of the rigidity of behavior is objected to by the author. The two activities are not of similar significance, and their combination in a single scale is not justifiable. The tendency-to-continue in an ongoing activity may be designated as perseveration, the tendency-to-continue an activity after interruption, as persistence. "The first may be an indication of rigidity and characteristic of the feeble-minded, while the latter is an indication of flexibility and may be more characteristic of the normal individual."—*L. I. O'Kelly (U. S. Army)*.

469. Pronko, N. H., & Kellogg, W. N. Two types of CR's in flexion conditioning. *Psychol. Bull.*, 1942, 39, 597-598.—Abstract.

470. Shagass, C. Conditioning the human occipital alpha rhythm to a voluntary stimulus. A quantitative study. *J. exp. Psychol.*, 1942, 31, 367-379.—Experiments are described which show that the occipital alpha rhythm can be conditioned to a voluntary act (clenching the fist). Although neither the conditioned stimulus nor the unconditioned stimulus (light) was effective alone, the combination of fist clenching and the light produced alpha block. Of three criteria employed (percent alpha, amplitude, and activity level) the last was found to be best. The curve of extinction that was obtained after reinforcement was omitted exhibited the usual characteristics. These data are deemed to reveal the neurophysiological correlate to overt behavioral responses studied in the usual conditioning procedure.—*M. J. Zigler (Wellesley)*.

471. Smith, S. Eye movements and shift of retinal image in stereoscopic depth perception. *Psychol. Bull.*, 1942, 39, 612.—Abstract.

472. Spence, K. W., & Grice, G. R. The rôle of final and sub-goals in distance discrimination by the white rat. *J. comp. Psychol.*, 1942, 34, 179-184.—"1. In one experiment, five groups of rats were run in a similar maze involving a final common path to the goal, but in which five different lengths

of the final path were employed. In a second experiment, two groups of twenty rats were run in mazes involving the choice of two alternative paths to a goal. One of the mazes involved a final common path to the goal; the other did not. 2. Each addition to the common path in the first experiment resulted in slower learning, as measured by the number of trials and errors to reach the criterion. This is in direct opposition to a prediction, based on the hypothesis that the final common path provided a sub-goal which played the dominant role in the discrimination, that no differences would occur. 3. In the second experiment, no differences were found between the two groups. This was also interpreted as indicating that a sub-goal was not operative at the entrance to the common path. 4. The results . . . are explained in terms of a goal gradient hypothesis, which assumes the gradient function to be an exponential one rather than the heretofore postulated logarithmic function."—L. I. O'Kelly (U. S. Army).

473. Spence, K. W., & Grice, G. R. The rôle of final and sub-goals in distance discrimination by the white rat. *Psychol. Bull.*, 1942, 39, 591.—Abstract.

474. Swenson, E. J. Generalization and organization as factors in transfer and retroactive inhibition. *Proc. Ind. Acad. Sci.*, 1942, 51, 248-255.—332 pupils from 14 different second grades were taught 100 number combinations in addition. The classes participating were assigned by a stratified randomization procedure to three different instructional procedures: (1) generalization method, in which children were encouraged to build up interrelationships among facts; (2) drill method; (3) common practice method—drill plus concrete presentation of new facts and grouping of facts to be learned by size of sum. Timed tests on the learning material were given at 5 points in the experiment. The data were analyzed chiefly by the technique of analysis of covariance. "The general conclusion from all these results seems to be that second-grade children taught by the generalization method seemed to have an advantage over those taught by drill or modified drill methods."—G. R. Thornton (Purdue).

475. Underwood, B. J. A test of the two-factor theory of retroactive inhibition by use of the paired associates technique. *Psychol. Bull.*, 1942, 39, 593.—Abstract.

476. Walker, K. C. The effect of a discrimination stimulus transferred to a previously unassociated response. *Psychol. Bull.*, 1942, 39, 598.—Abstract.

477. Wallace, S. R., Jr., & Edwards, E. B. Non-rewarded performance in a linear maze. *Psychol. Bull.*, 1942, 39, 584.—Abstract.

478. Warden, C. J., Barrera, S. E., & Galt, W. The effect of unilateral and bilateral frontal lobe extirpation on the behavior of monkeys. *J. comp. Psychol.*, 1942, 34, 141-171.—The study was designed to investigate the influence of unilateral and bilateral pre-frontal lobotomy on simple and complex visual discriminations and on instrumentation.

One cebus and two rhesus monkeys were used. Results show: (1) "Unilateral injury had little effect on the retention of either simple or complex visual discrimination problems." (2) After bilateral injury, the simple discrimination habit was lost and relearned slowly. The complex discrimination habit was lost and could not be relearned within the 1000 trials limit of the experiment. "Obviously the memory function is involved in all these types of problems." (3) Unilateral lesions did not affect retention of single-platform instrumentation habits, but did disturb more complex stages of the double and triple platform tasks. (4) Bilateral lesions had little effect on retention of single platform tasks, but the complex stages of the double, and all stages of the triple platform tasks were lost. (5) Retests 5 weeks after bilateral injury showed no recovery of function, but one rhesus showed slight improvement 17 weeks after the operation, and the other rhesus, tested 20 weeks after operation, showed complete recovery.—L. I. O'Kelly (U. S. Army).

479. Waters, R. H. An error analysis of serial learning. *Psychol. Bull.*, 1942, 39, 594.—Abstract.

480. Weinstein, B. Delayed discriminative matching-from-sample by a rhesus monkey. *Psychol. Bull.*, 1942, 39, 591.—Abstract.

481. Wickens, D. D. The effect of competition on the performance of tasks of differing degrees of difficulty. *Psychol. Bull.*, 1942, 39, 595.—Abstract.

[See also abstracts 377, 394, 402, 491, 509, 584, 597, 598, 682, 684, 730, 740.]

MOTOR AND GLANDULAR RESPONSES

(incl. Emotion, Sleep)

482. Bartley, S. H. Pupil behavior in some situations of ocular discomfort. *Psychol. Bull.*, 1942, 39, 600.—Abstract.

483. Bartley, S. H. A factor in visual fatigue. *Psychosom. Med.*, 1942, 4, 369-375.—"The present study was designed to test the idea that visual fatigue arises (1) from the attempt to inhibit certain inclinations inherent in the visual mechanism, or (2) in situations in which although conscious objectives are absent the eyes are induced to attempt certain contradictory actions simultaneously." In both cases where pupillary and extrinsic muscles were concerned conflicts due to overlapping or simultaneous innervation and contraction resulted in fatigue.—P. S. de Q. Cabot (Simmons).

484. Baxter, B. A study of reaction time using factorial design. *J. exp. Psychol.*, 1942, 31, 430-437.—Reaction time trials are made according to the new approach of factorial design, which is also intended to reveal interaction of factors. The significance of 3 factors is determined: right and left hands, visual and auditory modalities, and 3 levels of difficulty of discrimination. No difference is found between the two hands, visual reactions are longer than auditory, and reaction times are found to vary directly as the difficulty of discrimination is

increased. A significant interaction is found between sensory modality and difficulty of discrimination, but no significant interaction with handedness is found.—*M. J. Zigler* (Wellesley).

485. Billingsley, F. Y. Intercorrelational analysis of certain behavior salients in the rat. *J. comp. Psychol.*, 1942, 34, 203-211.—The author has made an intercorrelational analysis of the results of a previously reported experiment in which 20 rats from an emotional strain and 20 rats from a non-emotional strain were observed in 8 emotion-provoking and other situations. Rescaling the raw scores into a normal distribution to correct for the "J" and "U" distributions of the original tabulation, a Pearson product-moment intercorrelation matrix was obtained. This was treated with the centroid factor analysis method, and disclosed 3 simple factors, symbolized as emotionality, freezing, and timidity. "The results from this analysis suggest that the use of 'emotional' versus 'phlegmatic' as descriptive polarities is not valid. Instead the emotional and non-emotional categories ought to be considered as temperamental patterns differing in kind—in terms of what basic factors are active—as well as degree, dependent upon the 'social' milieu of the moment."—*L. I. O'Kelly* (U. S. Army).

486. Chaplin, J. P. The equilibrium between carbohydrate and protein appetites as studied by the preference method under conditions of group self-selection maintenance. *Psychol. Bull.*, 1942, 39, 590.—Abstract.

487. Clark, G. Sexual behavior in rats with lesions in the anterior hypothalamus. *Anat. Rec.*, 1942, 82, 405.—Abstract.

488. Cooper, J. B. An exploratory study of African lions. *Comp. Psychol. Monogr.*, 1942, 17, No. 7. Pp. 48.—This report is based on a survey of the literature and observations made at a lion farm. Observations were focused on: (1) activities preliminary to and after feeding, (2) training in the performance of stunts, (3) vocalization, (4) adult play and fighting behavior, (5) sex activities, (6) gestation, parturition, and infant care, and (7) characteristics of lion cubs. The author finds "that most response systems, usually deemed fundamental, are . . . highly variable . . . [and] may be negotiated in a number of ways. . . . Such vague terms as those of 'wildness' and 'ferocity' . . . probably are interpretive constructs, having little relation to the organism concerned. . . . Some of the response systems observed might profitably be studied under carefully controlled experimental conditions."—*N. L. Munn* (Vanderbilt).

489. Davis, R. C. The pattern of muscular action in simple voluntary movement. *J. exp. Psychol.*, 1942, 31, 347-366.—An electrical recording technique, involving a neutral and an exploring electrode, was employed to study the characteristics of muscular activity induced in remote parts by the movement of a hand or foot. Although the effects were sometimes masked, evidence of activity was

usually observed to occur in each of the other limbs when a member was moved. The magnitude of the activity was inversely related to the longitudinal distance existing between the moved part and the remote region tested. Of two longitudinally remote members, the contralateral evinced greater activity than the ipsilateral. The courses of development and decline of action potentials in primary and in remote locations during voluntary action exhibited temporal agreement (no time lag).—*M. J. Zigler* (Wellesley).

490. Davis, R. C. Patterns of muscular activity during simple voluntary movement. *Psychol. Bull.*, 1942, 39, 600.—Abstract.

491. Esper, E. A., & Fairfax, V. The relation of electrodermal resistance to performance in a serial learning task. *Psychol. Bull.*, 1942, 39, 610.—Abstract.

492. Gray, M. G., & Trowbridge, E. B. Methods for investigating the effect of drugs on psychological function. *Psychol. Rec.*, 1942, 5, 127-148.—The authors present a battery of tests for the evaluation of drug treatment in terms of the effect on the patient as a whole. Reliability and validity of the tests (strength of grip, tapping, steadiness, simple and choice reaction time, and cancellation) are discussed.—*E. J. Gibson* (Smith).

493. Haigis, E. Das Spiel als Begegnung. (Play as experiencing.) *Z. Psychol.*, 1941, 150, 92-167.—Theories of play are reviewed and criticized. Play is proposed as growing out of the pleasure of being active (*Funktionslust*). The common element in play experiences is the desire to play. The basis of the inner experiencing of play comes when the child recognizes his self: when he says, "I am"; for, the child can then play with objects as such. Data are gathered from anthropology, animal, child, and adult behavior. Bibliography.—*L. H. Beck* (Brown).

494. Harrower, H. R. The adrenal glands in stress, toxemia and infections. *Med. Rec., N. Y.*, 1942, 155, 497-501.—Brief review is given of the literature on the adrenal glands; of the experimental and pathological evidence of their role in toxic, infectious, and endocrinological conditions; and of the clinically therapeutic effectiveness of adrenal gland preparations. 39-item bibliography.—*M. H. Erickson* (Eloise Hospital).

495. Henschel, A. Diet and muscular fatigue. *Res. Quart. Amer. Ass. Hlth phys. Educ.*, 1942, 13, 280-285.—There is little evidence that there are any special benefits which normal humans attain if they eat special foods. Extra vitamin intake has no influence on physical ability, resistance to fatigue, or standard physiological indices. The standard set by the National Research Council is adequate, though it often exceeds normal requirements.—*R. L. Solomon* (Brown).

496. Hermans, T. G. Torsion in persons with no known eye defect. *Psychol. Bull.*, 1942, 39, 613-614.—Abstract.

497. Jacobson, E. You must relax; a practical method of reducing the strains of modern living.

(Rev. ed.) New York: Whittlesey House, McGraw-Hill, 1942. Pp. xix + 261. \$1.75.—This is a new edition of the book (see 8: 4003) originally written as a popular presentation of the author's more technical study, *Progressive relaxation* (see 3: 4495; 12: 4698). As in the first edition, emphasis is placed upon the need everyone has to learn how to relax, and to this end detailed instructions, supplemented by pictures and explanations, are given. Three new chapters have been added, one on war nerves and two on sleep, while the chapter on high blood pressure has been rewritten. The author stresses the importance of relaxation in preventing and in correcting those disorders which arise from nervous tensional states. Indexed.—*M. H. Erickson* (Eloise Hospital).

498. Jensen, M. B. Mental deterioration following carbon monoxide poisoning. *Psychol. Bull.*, 1942, 39, 586.—Abstract.

499. Kahn, F. Our sex life. (2nd ed.) (Trans. from the German by G. Rosen.) New York: Knopf, 1942. Pp. xxxv + 459. \$5.75.—[Abstracted review; original not seen.] This edition, not significantly different from the first, presents thorough discussions of sex anatomy, sex hygiene, sex behavior, and sex problems.—*W. E. Kappauf* (Princeton).

500. Keeler, C. E., & King, H. D. Multiple effects of coat color genes in the Norway rat, with special reference to temperament and domestication. *J. comp. Psychol.*, 1942, 34, 241-250.—The authors present a review of the studies on domestication of the wild gray Norway rat, carried out over a period of years by H. H. Donaldson and by H. D. King. The animals were followed for 35 generations without evidence of morphological changes due to domestication; in 1927 mutant albinos appeared in the captive gray strain, and bore slight morphological and behavioral differences as compared with the gray Norways. Other mutants appeared, and these were also compared with the gray Norways morphologically and behaviorally. The behavior differences of all these mutants are displayed on a common hereditary background, and the effects observed are largely the results of the coat-color genes marking the sub-strains. "Thus, it seems probable that the tame albino rat, at least the strain studied, was not domesticated by painstaking selection over long periods of time, but was modified in morphology principally by the introduction of three coat color genes, and in behavior particularly by the (non-agouti) black gene."—*L. I. O'Kelly* (U. S. Army).

501. Kellogg, W. N., Headlee, C. R., & Pronko, N. H. Reflex changes during narcosis recorded in electrical units. *Psychol. Bull.*, 1942, 39, 600.—Abstract.

502. Kellogg, W. N., Pronko, N. H., & Headlee, C. R. Continuous measurement of the effect of a depressing drug upon the organism. *J. comp. Psychol.*, 1942, 34, 195-202.—A method and apparatus are described for continuously recording, quantitatively, the effect of a depressing drug throughout

a long experimental session. The procedure consists of recording the intensity of stimulus necessary to elicit a reflex response of constant extent. The right hind foot flexion reflex of the dog was used, and a d.c. electric shock, 0.2 seconds in duration, was the stimulus. Normal animals showed an essentially unchanged reflex to a constant stimulus over a 2-hour period. Dogs given intraperitoneal injections of nembutal showed a marked reduction in sensitivity, varying from a 250% increase in d.c. voltage 10-20 minutes after injection, to 50% increase, one hour after injection. "Individual differences . . . were much reduced under nembutal. This is probably because of the relatively greater influence of the drug upon the cerebral cortex and basal ganglia than upon the lower nerve centers."—*L. I. O'Kelly* (U. S. Army).

503. Kriegman, L. The coordination of the speech musculature of stutterers and non-stutterers. *Psychol. Bull.*, 1942, 39, 592.—Abstract.

504. MacNitt, R. D. In defense of the electrodermal response and cardiac amplitude as measures of deception. *J. crim. Law Criminol.*, 1942, 33, 266-275.—Changes in both the cranial and the sympathetic nerves are thought to be recorded by the electric stethoscope as they influence heart rate and amplitude. These changes correlate well with fluctuations in skin resistance as revealed by the electrodermal response. Empirical tests show these indicators to be more accurate in lie detection than blood pressure; furthermore they are not subject to voluntary control, as is respiration. Tests using the electric stethoscope and the electrodermal response with 194 cases reveal 99% accuracy of these indicators.—*L. M. Hanks, Jr.* (Bennington).

505. Mann, C. W. Measurement of heart rate in white rat. I. The effects of anesthetization. *J. comp. Psychol.*, 1942, 34, 173-178.—The author describes a cardiometer, designed to measure rapidly the heart rate of small animals. The essential units are a microphone, amplifier, and recording device. Measurements of the heart rate in the rat under various anesthetics were made. Ether, sodium amytal, nembutal, and phenobarbital were employed. Under ether anesthesia, and for records of 90 seconds duration the test-retest reliability was .89. No statistically significant differences in heart rate between the various anesthetics were found. Mean values ranged from 340 beats per minute with phenobarbital, to 385 beats per minute with sodium amytal. Variability was estimated by the standard deviation, and was about 35. A definite trend was noted toward higher mean heart rates in females than in males.—*L. I. O'Kelly* (U. S. Army).

506. Martin, H. W. Psychological and physical changes accompanying treatment of hypogonadism. *Psychol. Bull.*, 1942, 39, 586.—Abstract.

507. Mead, M. Anthropological data on the problem of instinct. *Psychosom. Med.*, 1942, 4, 396-397.—Abstract.

508. Müller, E. A. Der Einfluss von Pausen auf das Arbeitsmaximum beim Radfahren. (The effect

of pauses on the maximum work performance in bicycling.) *Arbeitsphysiologie*, 1940, 11, 211-218.—See *Biol. Abstr.* 16: 20033.

509. Munson, M. Mental efficiency levels before and after fever therapy in syphilitic meningoencephalitis. *Psychol. Bull.*, 1942, 39, 596.—Abstract.

510. Reeve, G. H. Psychological factors in obesity. *Amer. J. Orthopsychiat.*, 1942, 12, 674-679.—Five cases are described presenting various psychological mechanisms operating in obese women. The individuals all gained emotional satisfactions from their eating, although each in turn bemoaned the fact that she was not attractive. It is evident that (1) obesity was used both for offense and defense, (2) the pattern in some instances was sadistic and in other masochistic, (3) oral satisfaction extended beyond socially acceptable forms, (4) obesity was utilized to simulate a masculine ideal.—R. E. Perl (Jewish Board of Guardians);

511. Sayers, R. R. Major studies of fatigue. *War Med., Chicago*, 1942, 2, 786-823.—Authoritative studies during the past 30 years reveal little actual medical proof that long, fatiguing work periods permanently affect efficiency, health, or working capacity. Apparently, psychological and environmental factors are more important than physiological, except in heavy industry. Fatigue arising entirely within the central nervous system is common; that arising both within the nervous system and the active muscles is infrequent. Industrial fatigue is usually of the first type. Muscular work or work at high temperatures fatigues peripheral functions (metabolism, circulation, respiration), but it is doubtful whether muscles can be overworked directly under normal conditions because the sense of fatigue increasingly limits their voluntary use. Fatigue probably develops in the end-plates earlier than in the muscle. Occupational neuroses indicate that both the nerve centers and other mechanisms (heart, vessels) may be damaged. The oxygen supply to brain, heart, and muscles is the decisive limiting factor in physical exertion. Although various states called fatigue do exist in industry, they are much less common than usually supposed and are often related to the total situation rather than to the specific operation. The simplest indicators of the total situation in an industry are its mortality, morbidity, absence and accident rates, and labor turnover.—M. E. Morse (Baltimore, Md.).

512. Scarborough, C. B. The comparison of conclusions from an investigation of motor activities with the conclusions of the repeated investigations. *Psychol. Bull.*, 1942, 39, 583-584.—Abstract.

513. Seashore, H. G. Some relationships of fine and gross motor abilities. *Res. Quart. Amer. Ass. Hlth phys. Educ.*, 1942, 13, 259-274.—Correlational evidence is presented showing no general interrelationship between fine motor abilities and gross motor abilities. It is possible that control of postural position may prove to be a factor in such results. Future research will accent profiles of abilities for a given performance rather than some

single motor index, in the hope that the respective roles of all the ability variables contributing to the activity will be determined.—R. L. Solomon (Brown).

514. Shapiro, L. D. The hunger-thirst equilibrium as studied by the preference technique under conditions of group self-selection maintenance. *Psychol. Bull.*, 1942, 39, 590.—Abstract.

515. Trovillo, P. V. Some indices of deception for the interpretation of polygraph (lie detector) tests. *Psychol. Bull.*, 1942, 39, 599-600.—Abstract.

516. Trowbridge, L. S., & Moore, M. Psychological aspects of sodium bromide medication. *Psychol. Rec.*, 1942, 5, 151-156.—Previous studies of the psychological effects of sodium bromide are discussed and criticized.—E. J. Gibson (Smith).

517. Wrightington, M. The effect of glucose and sucrose on the respiratory quotient and muscular efficiency of exercise. *J. Nutrit.*, 1942, 24, 307-315.—Sucrose, probably because of the conversion of its fructose component into fat, raises the respiratory quotient higher than do the glucose corn syrups. More glucose than sucrose is metabolized during exercise. Using the bicycle ergometer, no significant changes in muscular efficiency occur after ingestion of either of the sugars.—M. E. Morse (Baltimore, Md.).

518. Young, P. T. Group self-selection maintenance as a method in the study of food preferences and appetites. *Psychol. Bull.*, 1942, 39, 590.—Abstract.

[See also abstracts 396, 404, 444, 521, 531, 544, 548, 554, 556, 559, 576, 590, 626, 650, 651, 671.]

PSYCHOANALYSIS, DREAMS, HYPNOSIS

519. Fenichel, O. The misapprehended oracle. *Amer. Imago*, 1942, 3, 14-24.—Men consult oracles in order to shift responsibility for decisions and subsequent events upon the gods or fate and thus to render guilt or a fear of punishment unnecessary. The oracular prediction is often expressed in ambiguous terms. Such double meanings serve the purposes of the ambivalent oracle-seeker who wants permission to gratify wishes but expects a justifiable refusal. "He tries to interpret a prognostication of double meanings as a permission but remains unable to rid himself of the feeling that he should have interpreted it as a prohibition and a warning of punishment. . . . The sense of guilt which tends to inhibit the instinctual gratification is held in check by the misunderstanding which creates a sense of obedience and conformity."—W. A. Varvel (Texas A. & M.).

520. Fodor, N. Telepathic dreams. *Amer. Imago*, 1942, 3, 61-87.—This paper is concerned with telepathic influences upon the manifest content and latent material of dreams. "The telepathic dream . . . reflects like a mirror the contents of the unconscious mind of the agent, paralleling it by similar contents in the recipient's mind which are shaped into a personal dream." 13 cases are investigated

by the analytic technique.—W. A. Varvel (Texas A. & M.).

521. Lewis, J. H., & Sarbin, T. R. Studies in psychosomatics: the influence of hypnotic responses on gastric hunger contractions. *Psychol. Bull.*, 1942, 39, 596-597.—Abstract.

522. Nunberg, H. Ego strength and ego weakness. *Amer. Imago*, 1942, 3, 25-40.—Judgments of the strength or weakness of the ego can be made only in purely relative terms and only with reference to particular, closely circumscribed situations. The paper discusses the relation of the ego to reality, to the id, and to the superego. It considers some possible signs of ego strength and weakness and some of the factors that operate to weaken the ego.—W. A. Varvel (Texas A. & M.).

523. Rank, B. Where child-analysis stands today. *Amer. Imago*, 1942, 3, 41-60.—The author presents "a general discussion about child-analysis, its meaning, its technic, and some of its theoretical aspects." She examines specifically the divergent methods of Anna Freud and Melanie Klein and brings up clinical material of her own. This material includes two cases: one in which the chief analytic procedure was based on play and dramatization (a 5-year old boy), and one in which the chief means of expression was the dream (a 10-year old girl).—W. A. Varvel (Texas A. & M.).

524. Sterba, R. Introduction to the psychoanalytic theory of the libido. *Nerv. ment. Dis. Monogr.*, 1942, No. 68. Pp. 81.—This book is offered by the author as a recapitulation of Freud's findings in the field of instincts, especially the sexual instinct. Abraham's division of each libido phase into two levels has been followed. The chapters deal with: the instincts; human sexuality; description and history of the development of child sexuality, covering the oral and anal phases, sadism and masochism, the genital phase, the latency period and puberty; narcissism; the vicissitudes of the instincts; and repetition compulsion and death instinct. Index.—M. H. Erickson (Eloise Hospital).

525. Thouless, R. H. Presidential address: The present position of experimental research into telepathy and related phenomena. *Proc. Soc. psych. Res.*, 1942, 47, 1-19.—The phenomena best known as extra-sensory perception, but which the author prefers to name the "psi phenomena," are intrinsically improbable because they are not consistent with the prevalent system of scientific expectations. "All that we can reasonably demand is that evidence for the psi phenomena should be strong enough for reasonable conviction even for an intrinsically unlikely effect. That point has, I think, been passed, and the reality of the phenomena must be regarded as proved as certainly as anything in scientific research can be proved." The need in this field of research is for explanation of the psi phenomena rather than for more evidence of their occurrence. Some recent investigations are examined from the point of view of progress toward explanation. The writer enters into a hypothetical

discussion of the nature of the psi phenomena as "guides to the sort of questions we may submit to the test of experimental research."—J. G. Pratt (Duke).

526. Woodworth, H. Report of investigations into an obscure function of the subconscious mind. *J. Amer. Soc. psych. Res.*, 1942, 36, 185-230.—In an attempt to get at the characteristics of ESP, the author discusses the occurrence and possible meanings of the phenomenon of below-chance scoring. He advances an hypothesis to account for the ESP process in terms of the subconscious, which receives direct images from the stimulus objects, and which may or may not choose to accept these images. Blocking and multiple blocking may result in below-chance scoring, while unblocking will most often result in positive scoring. Experimental results bearing on the hypothesis are presented to show that even in a series whose score total is chance, evidence of blocking and unblocking may be discovered. Three methods of analysis to discover this kind of evidence are reported in connection with 120,000 trials produced by two subjects. Similar analyses of 120,000 trials produced by mechanical means did not give any such evidence.—B. M. Humphrey (Duke).

[See also abstracts 391, 560, 623.]

FUNCTIONAL DISORDERS

527. Abel, T. M., & Kinder, E. F. The subnormal adolescent girl. New York: Columbia University Press, 1942. Pp. xii + 215. \$2.50.—This book constitutes a systematic comprehensive study of the subnormal girl as a problem not only to herself but to society also, and it is based upon the authors' years of experience in active contact with subnormal adolescent girls in the community and in the custodial institution. The material is presented both from the girl's point of view and that of society. The study is limited to those adolescent girls whose IQ's, adequately determined by comprehensive controlled test procedures, ranged from 50 to 89. The first chapter, the subnormal adolescent girl, offers a general description of her in relation to her desires and limitations, her sense of social responsibility, and her typical patterns of behavior and reaction, and of the problems and conflicts most frequently developed. Other chapter headings are: within her home, at school, in industry, in an institution, the seriously maladjusted girl, the community's problem, origins and control. Throughout the book clinical data and accounts are cited to illustrate significant points. 17-page bibliography and index.—M. H. Erickson (Eloise Hospital).

528. Almeida Prado, J. N. de. A propósito de dois casos interessantes de idiotia. (Concerning two interesting cases of idiocy.) *Bol. Serv. soc. Menores, S. Paulo*, 1942, 2, 63-67.—This is a brief description of two idiotic boys, one a case of acquired deaf-mutism, both of whom were able to

- carry tunes and to sing repertoires of songs. In one case the words were articulated. The meager literature on the subject is discussed. The brain of one of the boys is being examined anatomically.—*H. D. Spoerl* (American International College).
529. **Alves Garcia, J.** Interpretação genético-social das neuroses. (Genetic-social interpretation of the neuroses.) *Arch. brasil. Med.*, 1942, 32, 171-195.
530. **Arieff, A. J., & Rotman, D. B.** One hundred cases of indecent exposure. *J. nerv. ment. Dis.*, 1942, 96, 523-528.—Analysis of the records of 100 unselected patients charged with sexual exhibitionism before the Chicago Municipal Court showed that the typical patient was a native born, white male between the ages of 17 and 40 who had completed at least 8 years of school and who had a previous court record. Of those over 20 years of age as many were married as unmarried. Although Negroes make up about 10% of the city population, they made up only 4% of this group.—*L. B. Heathers* (Smith).
531. **Arnold, M. B.** Emotional factors in experimental neuroses. *Bull. Canad. psychol. Ass.*, 1942, 2, 25.—Abstract.
532. **Bijou, S. W.** A psychometric pattern study of the relationship between social adjustment and behavior efficiency. *Psychol. Bull.*, 1942, 39, 596.—Abstract.
533. **Birren, J. E., & Whittman, P.** A preliminary study of the childhood behavior patterns of institutionalized psychotic patients. *Psychol. Bull.*, 1942, 39, 595-596.—Abstract.
534. **Bittencourt, R.** Psiquiatria infantil a saude escolar. (Child psychiatry in pupil health.) *Arch. brasil. Hig. ment.*, 1941, No. 1.
535. **Blackman, N.** Ward therapy—a new method of group psychotherapy. *Psychiat. Quart.*, 1942, 16, 660-666.—After a brief statement concerning the function of the meeting, the role of the hospital, and an outline of aberrant behavior, the patients are encouraged to discuss one member of the group. The latter presents his side of the case and is prompted to elaborate on his thought content. The reasons for his illness and his behavior are discussed by the group, with the therapist guiding the discussion and selecting particular points for emphasis. In so far as possible, leadership of the meeting is entrusted to a patient. The method has been found to work best with male paranoids, neurotics, and alcoholics.—*E. H. Rodnick* (Worcester State Hospital).
536. **Bowman, K. M.** War neuroses. *N. Y. St. J. Med.*, 1942, 42, 1729-1731.—Bowman reviews the most frequent types of mental disturbances among soldiers and civilians during war, the mechanisms of war neuroses, and the mental, physical, and ethical re-adjustments required of the draftee. Behavior during the initial stress of induction gives an indication of innate stability. Group opinion plays an important part in the incidence of war neuroses. Treatment should be immediate and should consist of prolonged sleep, followed at once by mental catharsis, explanation, and reassurance. Later, some type of analysis should be undertaken, with re-education. Cases should be treated as near the front as possible, which demands division psychiatrists, and only men not to be returned to duty should be evacuated to civilian centers.—*M. E. Morse* (Baltimore, Md.).
537. **Brussel, J. A., Grassi, J. R., & Melniker, A. A.** The Rorschach method and postconcussion syndrome. *Psychiat. Quart.*, 1942, 16, 707-743.—16 admissions to a military hospital with the referred diagnosis of postconcussion syndrome or postcerebral traumatic syndrome were given a neuropsychiatric examination and verbal and graphic Rorschach tests (see 17: 546). The clinical findings showed complete agreement in diagnosis with the graphic Rorschach and disagreement in only one case with the verbal Rorschach. The diagnostic entities were psychoneurosis, postconcussion syndrome, constitutional psychopathic inferiority, schizophrenia, and malingering. The clinical and legal uses of the Rorschach method as adjunct to clinical diagnosis of postconcussion syndrome are discussed in detail.—*E. H. Rodnick* (Worcester State Hospital).
538. **Camargo, O.** A incidência de doenças mentais no magistério. (The incidence of mental disorders in teachers.) *Arch. brasil. Hig. ment.*, 1941, No. 1.
539. **Cameron, E. S.** Mental hygiene in industry. *Publ. Hlth Nurse*, 1942, 34, 541-549.
540. **Cassone, V. J.** Evaluation of the nervous patient. *Ment. Hlth Bull. Penn. Dep. Welf.*, 1942, 20, July 15, 3-7.
541. **Diethelm, O.** A psychopathological review of senile and arteriosclerotic disorders. *J. nerv. ment. Dis.*, 1942, 96, 569-574.—Abstract and discussion.
542. **Doll, E. A.** Department of Research, annual report, 1941-1942. *Train. Sch. Bull.*, 1942, 39, 118-124.—Research on the Vineland Social Maturity Scale was continued; 16 projects are listed. War effort concerned with psychology's contribution to military and civilian needs and the effective use of handicapped persons centered about committee work on the part of the director. Staff publications numbered 9. Clinical case reports totalled 529. A course on tests and measurements was offered in collaboration with the Glassboro State Teachers College.—*M. W. Kuenzel* (Children's Home, Cincinnati, O.).
543. **Dunn, W. H.** Emotional factors in neuro-circulatory asthenia. *Psychosom. Med.*, 1942, 4, 333-354.—An extensive review of the literature indicates that most soldier patients with this syndrome, which should be classified with the psychosomatic neuroses, show pathological disturbances. Neurotic traits are usually present. Anxiety, anger, or guilt arising from military experience are etio-

logically important. The central stimulus is emotional with predisposing conditions in the family and early life experiences rather than in constitutional or hereditary factors. Cardiology and psychiatry should combine to produce the most effective treatment. In the past, treatment has not generally succeeded because of the failure to remove underlying tensions.—*P. S. de Q. Cabot (Simmons).*

544. Engel, G. L., & Margolin, S. G. Neuro-psychiatric disturbances in internal disease; metabolic factors and electroencephalographic correlations. *Arch. intern. Med.*, 1942, 70, 236-259.—The oxygen and dextrose requirements of the brain form the basis for a report of cases of generalized disease in which neuropsychiatric symptoms were ascribable to these factors. The response to therapy directed toward the underlying metabolic defect suggests a rational approach to treatment of psychiatric complications in certain internal diseases. The value of the EEG in identifying these disturbances is demonstrated and its wider use in internal medicine indicated. In acute cerebral anemia bursts of slow potentials accompanied the symptoms. In chronic cerebral anemia due to impaired respiratory exchange the development of neuropsychiatric symptoms was accompanied by slowing and irregularity of the waves. The effects of disturbed carbohydrate metabolism in Addison's disease and various toxic and deficiency states were manifested by bursts of abnormally slow waves and unusual sensitivity to hyperventilation. Improvement of mental symptoms, carbohydrate metabolism, and the EEG went hand in hand. The defect in carbohydrate metabolism in these cases suggested, not simple hypoglycemia, but a lowered threshold of cerebral reaction, possibly due to inefficient utilization of available sugar by the nervous system.—*M. E. Morse (Baltimore, Md.).*

545. Goldstein, K. Neuroses in war time, from personal experiences. *Tufts med. J.*, 1941, 8, 1-7.—The actual statistical incidence of war neurosis cannot be determined, and little is known of the incidence except that it is high during a protracted war and that neurotic soldiers constitute a difficult problem for both the physician and for society. In the author's experience, 10% of war neuroses actually represent sequelae of brain injury. The true neuroses may be divided into three categories: (1) those occupying a position half-way between organic disease and neurotic disorder, the somatic neuroses; (2) the abnormal fatigue and exhaustion neuroses; and (3) the neuroses proper, that is, the anxiety neurosis and the conversion hysteria. The author then proceeds to discuss in detail the clinical aspects of these conditions, concluding with a discussion of the problems of therapy and with emphasis upon the need to eliminate from military service those mentally unsuitable as a measure of reducing the incidence of neuroses in wartime.—*M. H. Erickson (Eloise Hospital).*

546. Grassi, J. R. Contrasting schizophrenic patterns in the graphic Rorschach. *Psychiat. Quart.*,

1942, 16, 646-659.—The graphic Rorschach technique is a supplement to the verbal Rorschach, administered at the conclusion of the inquiry. Each card is presented to the subject in the usual order, with the instructions to sketch the impression he has just described. He is then asked to indicate the relationship between his drawing and the blot. The drawings are rated and scored according to: (1) utilization of component parts of area to which response is directed, (2) utilization of total blot or its parts, (3) modification of form of blot, (4) use of color of blot, (5) introduction of additions not present in blot. The technique was employed with 28 schizophrenics. On the basis of quantitative criteria derived from the results, good prognosis was correctly indicated in 23 cases. Criteria for the presence of hallucinations were found in 12 out of 13 cases. No relationship was found between the presence of delusions and the graphic Rorschach, nor between the presence of any single schizophrenic sign in the verbal Rorschach and any feature of the graphic Rorschach performance.—*E. H. Rodnick (Worcester State Hospital).*

547. Gregg, A. What is psychiatry? *Bull. Menninger Clin.*, 1942, 6, 137-146.—Psychiatry is defined as that speciality of medicine which deals with mental disorders, "confines while condensing and misrepresents by oversimplifying. Psychiatry deals also with the disturbed emotional and social life of man, not merely his reasoning mental operations." It is distinguished from neurology and from psychoanalysis. Examples of psychiatric symptoms arising from changes in body structure or body chemistry are given, but it is indicated that most of the psychiatrist's cases, and the more difficult ones, involve purely functional disorders. Psychoanalysis is described as one of the methods and forms of interpretation of human conduct. The status of psychiatry in medicine generally is commented upon.—*W. A. Varvel (Texas A. & M.).*

548. Griffiths, W. J. Transmission of convulsions in the white rat. *J. comp. Psychol.*, 1942, 34, 263-277.—The result of cross-breeding rats more and less susceptible to audiogenic seizures is reported. Six generations were studied. It is concluded that it is possible to develop a strain having a higher or lower percentage of convulsions than the original group, and to produce chronic cases in which the abnormal behavior occurs in other than the usual stimulus situation. Possibly a dyhybrid factor is responsible for the transmission; the Maier hypothesis of a single Mendelian dominant is doubtful.—*L. I. O'Kelly (U. S. Army).*

549. Hadley, E. E., & others. An experiment in military selection. *Psychiatry*, 1942, 5, 371-402.—Report is given of the experiment in military selection performed in 1941 by the Central Examining Board for Neurology and Psychiatry with the data augmented by the inclusion of an equal number of psychiatric examinations performed in the first 6 months of 1942. In all, 28 psychiatrists contributed to this study of 3500 registrants. Details of pro-

cedure and experience are reported and compared with clinical experiences and opinions secured from psychiatrists in service. The general conclusions reached are: that a brief psychiatric examination of a few minutes duration serves to detect many selectees who are unsuited for military service, that such brief examinations do not permit the detection of all those unsuited, and that a large part of the population of military age should be excluded from military phases of the total war effort because of personality handicaps of one kind or another. The authors emphasize the extreme importance, in furthering the war effort, of utilizing psychiatry extensively, and they stress the importance of securing the aid of social agencies and sources of information that can enable the psychiatrist to recognize unsuitable registrants. Tables and an appendix are given to tabulate the findings made.—*M. H. Erickson* (Eloise Hospital).

550. Hilger, D. W. Psychiatry in the Army pre-induction medical examination. *Bull. Menninger Clin.*, 1942, 6, 147-152.—"At our examining stations in January and February, 1942, approximately 25% of the selectees examined were rejected for medical reasons. Of the total number rejected approximately 18% were disqualified on the basis of nervous or mental disorders." The paper discusses the procedure of the neuropsychiatric examination, the Army regulations regarding the classification of the applicant, and some of the nervous and mental disorders encountered in the pre-induction medical examining station. The psychiatrist performs his greatest service to the government in detecting and rejecting the inadequate constitutional psychopaths.—*W. A. Varvel* (Texas A. & M.).

551. Hill, H. How'd'y do, how are you? *Train. Sch. Bull.*, 1942, 39, 131-133.—Follow-up on the story of the now 60-year-old feeble-minded Tim originally published in *Porteus' Mental Deviations*.—*M. W. Kuensel* (Children's Home, Cincinnati, O.).

552. Holman, C. T. *Getting down to cases*. New York: Macmillan, 1942. Pp. 207. \$2.00.—This manual for personal counseling is intended for the clergyman. The author discusses the pastor as counselor, particularly in relation to psychiatrists and psychiatric theory; the techniques of counseling suitable to the special training and abilities of the pastor; and the fields of study which are of special value to the pastor in preparation for counseling. Six case studies are presented at length, and analyzed from the point of view of pastoral counseling.—*G. S. Speer* (Central YMCA College).

553. Houck, J. H. An attempt to measure social comprehension in schizophrenia. *Bull. Canad. psychol. Ass.*, 1942, 2, 26.—Abstract.

554. Humphrey, G. Noise induced seizures and the peripheral theory of emotion. *Bull. Canad. psychol. Ass.*, 1942, 2, 24.—Abstract.

555. Hunt, H. F. Some psychological effects of bilateral prefrontal lobectomy. *Psychol. Bull.*, 1942, 39, 596.—Abstract.

556. Jacobson, E. The physiological conception and treatment of certain anxiety states. *Psychol. Bull.*, 1942, 39, 599.—Abstract.

557. Jacobson, J. R., & Wright, K. W. Review of a year of group psychotherapy. *Psychiat. Quart.*, 1942, 16, 744-764.—The writing of the alphabet on a blackboard in a group situation serves as a simple act which can afford specific diagnostic information and indicate the form of psychotherapy to be employed. Each session serves as examination and therapy. The 7 or more modifications of the basic situation serve as tests of attention, frustration, and neuromuscular control. Of 73 patients who attended weekly 1½-hour classes for one year, 32 improved or recovered. Several of the cases are discussed.—*E. H. Rodnick* (Worcester State Hospital).

558. Jahrreiss, W. O. Some influences of Catholic education and creed upon psychotic reactions. *Dis. nerv. Syst.*, 1942, 3, 377-381.—Where the Catholic religion has been effective in shaping the attitudes of the people of this faith, there is often a conviction on the part of the patients that only a Catholic physician can truly understand their difficulties. The previous religious experience of an individual may have a real influence on his psychosis. In a Catholic hospital for the clergy thoughts of religion are nearly always at the basis of depressive states. There is some evidence that the high percentage of paranoia and schizophrenia among nuns is due to pre-psychotic individuals being attracted to such a life.—*C. E. Henry* (Western Reserve).

559. Karn, H. W., & Patton, R. A. The effects of vitamins and mineral supplements on convulsive seizures in albino rats. *Psychol. Bull.*, 1942, 39, 585.—Abstract.

560. Knight, R. P. The successful treatment of a case of chronic "war neurosis" by the psychoanalytic method. *Bull. Menninger Clin.*, 1942, 6, 153-163.—Most war neuroses become distinguishable from similar conditions occurring in peacetime "mainly because of the baneful influence of disability ratings and all the complications incident to slowness of diagnosis, inadequacy of individual treatment and continuing compensation for neurotic illness." The analysis of a 44-year old patient began in the midst of a legal fight over disability insurance after disability for 19 years and the establishment of a guardianship on the grounds of incompetency. The patient responded rapidly to psychoanalytic treatment and has maintained recovery for 6 years. The significant events of the psychoanalysis are related, and it is shown how the life experiences of the patient made him vulnerable to his military experience.—*W. A. Varvel* (Texas A. & M.).

561. Lachapelle, P. *Psychiatrie pastorale*. (Pastoral psychiatry.) (2nd ed.) Montreal: Editions Beauchemin, 1942. Pp. 294. \$1.35.—This psychiatric guide is based on a series of lectures designed to acquaint Catholic priests with some of the psychopathological problems which confront the clergy. The major divisions of the book deal with organic

disorders (feeble-mindedness, general paralysis, epilepsy), toxic-infectious disturbances (alcoholism, drug addiction, hallucinations), and constitutional psychoses (psychasthenia, paranoia, schizophrenia).—*D. K. Spelt* (Mary Baldwin).

562. Maier, N. R. F. Some factors which inhibit the abnormal reaction to auditory stimulation. *Psychol. Bull.*, 1942, 39, 591.—Abstract.

563. McKissock, W. Rehabilitation of head injuries. *Practitioner*, 1942, 149, 75-80.—The care and rehabilitation of craniocerebral patients in special centers is described. Persons whose vocations are of real interest as well as a means of livelihood usually are cooperative and either recover well or voluntarily adjust their lives to new limitations. To the person whose occupation is merely a necessary means of earning a living, the question of compensation looms large, and a post-traumatic syndrome may readily become intractable. The wider the outlook, the less likely are subjective sequelae to develop.—*M. E. Morse* (Baltimore, Md.).

564. Moore, M. A psychiatrist looks at the problem of alcoholism. *Virginia med. Mon.*, 1942, 69, 417-419.—Alcoholism, a major public health problem, seems to result, in part at least, from childhood and adolescent experiences which produce an inadequate personality, unable to face reality. Alcohol becomes a substitute for infantile reactions (tantrums, etc.). Moore reviews briefly the neuropsychiatric disorders resulting from chronic alcoholism, the burden on the state, relation to criminality, and hospitalization. Chronic alcoholics usually have to be hospitalized secretly, camouflaged under another diagnosis. Although they are usually uncooperative, psychotherapy should be attempted. Special clinics and wards, having the purpose of preventing somatic and neuropsychiatric complications, are needed. For this a preliminary or concurrent educational program is essential.—*M. E. Morse* (Baltimore, Md.).

565. Moulton, R. The psychosomatic implications of pseudocyesis. *Psychosom. Med.*, 1942, 4, 376-389.—This syndrome of simulated pregnancy, is not a uniform entity with one explanation. Five cases presented illustrate difficulties met in the diagnosis of pseudocyesis, while a more intensive study of a 17-year old girl gives a psychological picture of conversion hysteria with oedipal attachments and a strong desire to rival the mother by having a baby. In some cases the physical and psychosomatic changes are more profound and obscure than amenorrhea.—*P. S. de Q. Cabot* (Simmons).

566. Nagle, J. M. Two factors in the prognosis of alcoholism. *Psychiat. Quart.*, 1942, 16, 633-640.—The two factors are the ability of the patient to exploit the knowledge gained through therapy and his susceptibility to alcohol. The latter can be measured on a 6-point scale by determining the degree of erythema following an injection of .03 cc. of 60% ethyl alcohol.—*E. H. Rodnick* (Worcester State Hospital).

567. Olinto, P. Higiene mental e suas relações com o urbanismo. (Mental hygiene and its relations to urban living.) *Arch. brasil. Hig. ment.*, 1941, No. 1.

568. Olkon, D. M. Technique of suggestion in the therapy of abnormal mental states with some experimental data. *Illinois med. J.*, 1942, 82, 215-219.—Suggestion, when used in a specific form, must have 3 characteristics to be effective: an appropriate motor setting, relevant in content and extent to the subject's experience; it must be directed toward the formation of a new habit; and the subject must accept the suggestion uncritically and act on it. Under these conditions suggestion has marked therapeutic value in psychoneuroses, obsessional states, and phobias. Its limitations are set only by the content of the individual's life, his experience, and intellectual capacity.—*M. E. Morse* (Baltimore, Md.).

569. Pettis, J. B. The effect of war on the mental health of civilian population. *Virginia med. Mon.*, 1942, 69, 475-480.—Community disorders during war have not been adequately described psychiatrically. Their psychological stages are: provocation (increasing antagonism between national groups), "milling round" (decreased production, defense attitudes, defeatism, escapism, increased anxiety states, breakdowns among minorities, persecutory paranoid reactions), early stages of war (breakdowns decrease), war weariness (breakdowns and addictions increase), apathy. The main causative factors are frustrations, loss of satisfying social institutions, and destruction of institutions symbolizing international integrity; and enemy propaganda creating fantasies of fear and guilt among key persons and disillusionment among the people. The chief fears are mass killings, economic disaster, break-up of the family, and starvation. Community disorders might be decreased by simple instruction concerning them, close integration of the group, assignment of definite tasks by recognized authorities, strengthening of community services to the individual, and removal of potentially unstable individuals from positions of special strain. The most important feature of the treatment of acute cases is its institution literally within a few hours. Immediate results are good, but the ultimate prognosis is not yet established.—*M. E. Morse* (Baltimore, Md.).

570. Pignataro, F. P. Experiences in military psychiatry. *Milit. Surg.*, 1942, 91, 452-460.—This is chiefly a statistical review of the psychiatric problems encountered at a large Southern camp, disposition of cases, and aids in eliminating the unfit. Varieties of psychosomatic disturbances, largely hysteria and anxiety states, predominate. They are generally neglected, sometimes unrecognized, and form a large turnover in army hospitals. In mentally deficient recruits, mental age is less important than schooling, civilian occupation, stability, and adjustability. The Kent E-G-Y test is very useful in these cases. The incidence of psychoses in the services

has definitely increased since the country entered the war, the catatonic form of schizophrenia being the most commonly encountered.—*M. E. Morse* (Baltimore, Md.).

571. Rado, S. Pathodynamics and treatment of traumatic war neurosis (traumatophobia). *Psychosom. Med.*, 1942, 4, 362-368.—Based upon personal observations during the last war, an analysis of pertinent literature, and recent insights into ordinary neuroses, the author presents a pathodynamic viewpoint of traumatic war neuroses according to pre-traumatic, traumatic, and early and late post-traumatic phases. Treatment should combine attempts to desensitize the patient to all memories of the war with medication to subdue the hyper-active affect and motor systems involved in emergency control. "A further requirement is to . . . restore the patient's lost ability to take pleasure in spontaneous activity and to enjoy initiative."—*P. S. de Q. Cabot* (Simmons).

572. Ray, M. B. L. Doctors of the mind; the story of psychiatry. Boston: Little, Brown & Co., 1942. Pp. vii + 335. \$3.00.—The book traces the important milestones in the story of psychiatry. The following topics are discussed in lay terminology: the evolution of the brain; Broca and speech development; Mesmer and animal magnetism; physiological and psychological methodology; Freudian, Adlerian, and Jung philosophies; Wagner-Jauregg and the conquest of paresis; Sakel and the insulin treatment; shock therapies; the psychosomatic approach; and mental hygiene. Index.—*A. Weider* (New York University).

573. Reed, P. H., & Wittman, P. "Blind" diagnoses on several personality questionnaires checked with each other and the psychiatric diagnoses. *Psychol. Bull.*, 1942, 39, 592.—Abstract.

574. Robinson, A. J., & Kelly, G. A. A further validation of role therapy. *Psychol. Bull.*, 1942, 39, 596.—Abstract.

575. Rosenwald, A. The California Personality Scale as a diagnostic instrument. *Psychol. Bull.*, 1942, 39, 599.—Abstract.

576. Rubin, M. A., Malamud, W., & Hope, J. A. The electroencephalogram and psychopathological manifestations in schizophrenia as influenced by drugs. *Psychosom. Med.*, 1942, 4, 355-361.—Changes in EEG records were noted when definite psychological changes occurred in 14 adult male schizophrenics who were given dosages of mescaline, sodium amytal, cocaine, and benzedrine. The effects of the drugs fall into 2 classes: (1) Some effects are specific for a given drug with changes in attitude and mood. "Correlated with the most extreme states of anxiety produced by mescaline was a 25 to 35% increase in frequency of the 10-per-second (alpha) rhythm. With sodium amytal the decreased tension was accompanied by the appearance of a 15 to 20-per-second (beta) rhythm." (2) Other effects are characteristic of the individual patient with elaborated content of the psychosis

regardless of the drug used. "A change in *per cent time alpha* of the EEG was consistent in a given patient either in the direction of increase or decrease."—*P. S. de Q. Cabot* (Simmons).

577. Schindler, C. J. The pastor as a personal counselor. Philadelphia: Muhlenberg Press, 1942. Pp. 147. \$1.25.—The work of the minister in some respects parallels that of the psychiatrist and the social worker but need not encroach upon their respective fields even though there must be similar knowledge and techniques. The minister must augment personal experiences by recourse to books about human nature, social forces, and their interaction. To help and not harm, he must not only be learned and skilled but must be emotionally and religiously matured and a patient, tolerant listener. Chapter headings are: preparation for counseling, the pastor's personality, how people differ, psychological types, methods of escape from conflict, learning from the psychiatrist, the pastor as a marriage counselor, the minister in the sickroom, mental disease, the therapeutic value of group experience, and how the minister helps.—*R. B. W. Hutt* (Trinity, Hartford).

578. Sloane, P., & Karpinski, E. Effects of incest upon the participants. *Amer. J. Orthopsychiat.*, 1942, 12, 666-674.—Case reports of 5 girls indicate that incest in the post-adolescent period leads to serious repercussions in the girl, even in an environment in which the moral standards are relaxed. There is a tendency to act out the conflicts by indulging in promiscuous relationships, instead of developing neurotic symptoms. The severity of the taboos which society has erected against incest has undoubtedly contributed to the nature of the reaction.—*R. E. Perl* (Jewish Board of Guardians).

579. Smalldon, J. L. Cachexia of mental origin: nature and management. *J. nerv. ment. Dis.*, 1942, 96, 570-574.—Abstract and discussion.

580. Stern, E. M., & Hamilton, S. W. Mental illness: a guide for the family. New York: Commonwealth Fund, 1942. Pp. xviii + 134. \$1.00.—This book serves as a guide for the family of an individual who should be confined to a hospital because of mental illness. The authors consider the problems and questions involved in deciding on hospitalization, choosing the hospital, securing admission, taking and leaving the patient, usual hospital routine and rules, types of therapy, discharge, aftercare, and recovery. An appendix summarizes information about the various states on admission to hospitals, supervision of private institutions, social workers, legal provision for family care, and mental hygiene committees. A glossary of common terms used in hospitals is included.—*G. S. Spear* (Central YMCA College).

581. Stokvis, B. [Psychology and psychotherapy of cardiovascular diseases.] Lachem: Uitgeversmaatschappij "De Tijdstroom," 1941.—[Abstracted review; original not seen.] This book, which is directed especially to psychiatrists, is concerned

with the mutual relationships of the circulatory and nervous systems under normal and abnormal conditions, and is based on Stokvis' own clinical experience and investigations. Although not disparaging medication, he considers that psychotherapy is indicated for both mild and serious circulatory disturbances, as it is the only method of changing the patient's attitude toward his disease and transforming unfavorable mutual psychophysical reactions into more favorable influences. The diseases in which psychic influences are most potent are angina pectoris, coronary insufficiency, and essential hypertension. Stokvis recommends hypnosis and his original relaxing technique for hypertension. Bibliography of 898 items.—*M. E. Morse* (Baltimore, Md.).

582. Strecker, E. A. *Fundamentals of psychiatry*. Philadelphia: Lippincott, 1942. Pp. xvii + 201. \$3.00.—This book of 9 chapters constitutes a general handbook of psychiatry intended for the use of the medical profession, civilian and military, to permit a better meeting of the increased psychiatric load contingent upon the war effort and the necessity for non-psychiatrically trained physicians to deal increasingly with psychiatric problems. Concise discussion is offered of all the major general psychiatric problems. The final chapter is devoted to a consideration of the problems of wartime psychiatry. Index.—*M. H. Erickson* (Eloise Hospital).

583. Voelker, C. H. *Speech correction and national defense: neuropathic speech disorders*. *Amer. J. Orthopsychiat.*, 1942, 12, 633-642.—This article is concerned with neuropathic speech disorders which are included under the speech pathology branch of the Defense Conservation Program. This classification includes examination and reeducation of aphasics and speech of spastic, choreatic, scanning, bulbar, and other types. These disorders often result from gun shot wounds and other traumata sustained in the line of military duty or from essential sequels to a type of physical illness aggravated in frequency by war. They are usually only a part of general neuropathies, so that their therapy depends on the phoniatrist working under the direction of the neurologist.—*R. E. Perl* (Jewish Board of Guardians).

584. Wittman, P. *Characteristic psychographs of mental efficiency for various psychiatric and chronological age classifications*. *Psychol. Bull.*, 1942, 39, 596.—Abstract.

585. Wooley, L. F. *A dynamic approach to psychopathic personality*. *Sth. med. J., Bgham*, 1942, 35, 926-934.—Wooley defines psychopathic personalities as normally intelligent persons who, due to early upbringing, are unable to forego present satisfaction for future gain. Because of parental attitudes they are trained in skills of aggression and indulgence. Treatment consists in psychotherapeutic interviews and a non-punitive discipline which allows the natural consequences of the individual's behavior to impinge on him invariably, i.e.,

refusing to allow him to exploit others but not rejecting him.—*M. E. Morse* (Baltimore, Md.).

[See also abstracts 436, 463, 497, 503, 509, 640, 642, 647, 649, 713, 715, 717, 720, 731, 732, 736.]

PERSONALITY AND CHARACTER

586. Bishop, F., & Kelly, G. A. *A projective method of personality investigation*. *Psychol. Bull.*, 1942, 39, 599.—Abstract.

587. Brunschwig, L. *Some personality adjustments of Negro college students as indicated by tests and ratings*. *Psychol. Bull.*, 1942, 39, 578.—Abstract.

588. Cameron, D. C. *The Rorschach experiment—X-ray of personality*. *Dis. nerv. Syst.*, 1942, 3, 374-376.—Since 40% of the patients seen by the average physician have psychiatric problems, he should learn the technique of administering and interpreting the Rorschach experiment, because it affords a basis for the treatment of the individual as a whole.—*C. E. Henry* (Western Reserve).

589. Doty, R. A. *Leadership and social acceptance in the college classroom*. *Psychol. Bull.*, 1942, 39, 594.—Abstract.

590. Frenkel-Brunswik, E. *Motivation and behavior*. *Genet. psychol. Monogr.*, 1942, 26, 121-265.—This study is a part of the California Adolescent Growth Study. Over 100 pupils were studied from 5th grade through high school. Three raters, all women well acquainted with the children, rated the children on 9 drives adapted from H. A. Murray's "needs": autonomy, social ties (acceptance), achievement, recognition, abasement, aggression, suc-corance, control (dominance), and escape. It was found that motivational (drive) ratings are of value in integrating and explaining personality data of various kinds: (1) "The drive ratings helped to organize the previously collected data on overt behavior observed in social situation." (2) "Drive ratings show good relationships to independent data such as self-reports (Adjustment Inventory)," also, tentatively, to ratings derived from fantasy material (Thematic Apperception Test). (3) "Drive ratings genuinely indicate dynamic states within the subjects rated, rather than mere reflections . . . of notions existing only in the heads of the raters." "The concept of drives supplies us with an instrument which, due to its particular level of abstraction, is helpful in uncovering relationships and consistencies in the field of personality, provided that the relations between inferred drives and behavior have been quantitatively analyzed, and their operational meanings have thus been specified."—*F. M. Teagarden* (Pittsburgh).

591. Hertz, M. R. *Rorschach: twenty years after*. *Psychol. Bull.*, 1942, 39, 529-572.—This is a review of 346 titles. The introduction discusses the Rorschach method as an emergence from the newer psychological disciplines which viewed personality as a dynamic synthesis. The review is organized around the progress toward a flexible standardiza-

tion of the technique and a development of reliability and validity. Emphasis is placed upon articles which treat the method systematically and reflect research orientation. Sections are headed: administration and scoring, interpretation, reliability, validity, and evaluation. The final section comprises a discussion of the place and limitations of statistical methods in the evaluation of the technique. The popularity of clinical validation and its pit-falls are indicated. Newer supplementary methods of characterizing personality are mentioned as possible sources of validation. The problem of the future, in addition to continued standardization, is to infuse the amassed data with meaning through coordinated research.—*F. McKinney* (Missouri).

592. McCarthy, T. J. *Personality traits of seminarians*. *Stud. Psychol. Psychiat. Cathol. Univ. Amer.*, 1942, 5, No. 4. Pp. 46.—229 seminarians were given the Bernreuter Personality Inventory, Bell Adjustment Inventory, Allport-Vernon Study of Values, and either the Otis Intelligence or the American Council Psychological Examination. Three faculty members also rated each on a rating scale. Two general factors were found, the first identified as schizoid, the second as general fitness for continuance in seminary life. A slight neurotic tendency along with self-consciousness and below average total adjustment were found, introversion and sociability being average. Significantly high religious interests appeared in the Allport-Vernon Scale, of interest because this section of the Study of Values has often been criticized.—*D. T. Spoerl* (American International College).

593. Menninger, K. A. *Love against hate*. New York: Harcourt, Brace, 1942. Pp. ix + 311. \$3.50.—This is a nontechnical presentation of what can be done to produce a satisfactory fusion of the life and death instincts. The importance of a mother's love relationships with the child is stressed with practical constructive suggestions for preventing unnecessary frustrations. "The frustrated woman becomes the aggressive mother, and the next generation pays the bill." Practical ways of sublimating aggressive tendencies which lead to resentments and destruction are indicated through the media of work, play, faith, hope, and love, each of which is discussed with particular reference to the fruitful release of creative energy. Comparisons are made between work and play, psychiatry and religion. Both religion and science help in mastering aggressions and promoting love. Any form of education which does not frustrate the young child's spontaneous curiosity nor which neglects the importance of emotional factors in learning is applauded. "What the teacher is, is more important than what she teaches." The author suggests ways in which love transforming "the impulse to fight into the impulse to work or play" can be developed as a powerful force synthesizing the erotic and destructive instincts.—*P. S. de Q. Cabot* (Simmons).

594. Petermann, B. *Studien zur leistungs- und funktionsanalytischen Klärung der typen- und*

eignungspsychologischen Methodik. (Studies on the clarification of the methodology of type and aptitude psychology through performance and function analysis.) *Z. Psychol.*, 1941, 150, 1-5.—The primary function of typological and aptitude psychology is diagnostic. But diagnosis can be arrived at only by a study of individual differences obtained by a psychotechnical method of investigation. To this end tests of personality, aptitude, etc. are devised and validated. The test may be an actual test-situation. The resulting diagnosis tells what a man can and cannot do.—*L. H. Beck* (Brown).

595. Rapaport, D. *The Thematic Aperception Test*. Qualitative conclusions as to its interpretation. *Psychol. Bull.*, 1942, 39, 592.—Abstract.

596. Reed, R. *The single woman*. New York: Macmillan, 1942. Pp. xiv + 227. \$2.00.—In informal interviews with more than 300 single women over the age of 30, efforts were made to collect information about their reasons for not marrying, what they thought of their status as single women, what they considered their personal and social problems to be, and what proposals they had for improving conditions for single women. From this material a general presentation is offered of the content and the range of the opinions expressed in an effort to give a general survey of the role played in society by the single woman. Topics covered concern reasons for not marrying, the problems of making a home, social adjustment, economic adjustment, and the problems of age and solitary life habits. No index.—*M. H. Erickson* (Eloise Hospital).

597. Rotter, J. B. *Level of aspiration as a method of studying personality. I. A critical review of methodology*. *Psychol. Rev.*, 1942, 49, 463-474.—Those studies, early and recent, are examined which were concerned, in whole or part, with an evaluation of the technique itself, rather than its application. The analysis discovers 8 main limitations of the method. Among them are the effects of the subject's failure to understand instructions, the long-time cumulative effects of success and failure, the interaction of situational factors with unknown individual personality factors. To meet these criticisms, it would be necessary to develop unambiguous instructions, in which the subject's previous experience is controlled, and to examine all aspects of the subject's response, rather than limiting examination to the difference between expressed and achieved goals.—*A. G. Bills* (Cincinnati).

598. Rotter, J. B. *Level of aspiration as a method of studying personality. II. Development and evaluation of a controlled method*. *J. exp. Psychol.*, 1942, 31, 410-422.—This study calls attention to the need to phrase instructions so that likelihood of misinterpretation is reduced. A simple motor task for measuring level of aspiration in human subjects is described. A steel ball is to be propelled along a wooden groove with a short cue-like rod so that the ball will stop as nearly as possible to the

middle one of a series of regularly spaced depressions in the groove bed. Preliminary results obtained from 205 subjects are presented. The scores designed to survey the total pattern of response to this situation are adjudged to be measurable with adequate reliability.—*M. J. Zigler* (Wellesley).

599. Sawyer, C. W. *The psychology of the sick.* *Ohio St. med. J.*, 1942, 38, 1028-1032.

600. Sperling, A. P. *The relationship between personality adjustment and achievement in physical education activities.* *Res. Quart. Amer. Ass. Hlth phys. Educ.*, 1942, 13, 351-363.—The Human Behavior Inventory of R. Smith, the Guilford Introversion-Extroversion Scale, the Allport Ascendancy-Submission Reaction Scale, M. H. Harpers's Index of Conservatism-Liberalism, and Allport and Vernon's Criterion of Values, were administered to non-athletes, intramural athletes, and varsity athletes. Statistically reliable differences were found between the patterns of traits of the two athletic groups and those of the non-athletic group. "A more socially desirable degree of personality development accompanies a greater degree of experience in physical education activities."—*R. L. Solomon* (Brown).

601. Tiegs, E. W., Clark, W. W., & Thorpe, L. P. *California test of personality; secondary series, form B; a profile of personal and social adjustment; grades 9-14.* Los Angeles: California Test Bureau, 1942. 25 tests, \$1.00; specimen set, \$0.25.—This is one of the series of tests of personal and social adjustment and is similar to the former ones (see 13: 4220; 15: 2648, 2660, 4717, 4718).—*L. H. McCabe* (Cambridge, Mass.).

[See also abstracts 367, 416, 527, 573, 575, 585, 643, 653, 661, 697, 718, 723.]

GENERAL SOCIAL PROCESSES

(incl. Esthetics)

602. Becker, H., & Myers, R. C. *Sacred and secular aspects of human sociation.* *Sociometry*, 1942, 5, 207-229.—This paper describes, by the use of the constructed type, two different types of society, designated as sacred and secular. In the former, personalities are determined by tradition to the greatest extent, in the latter, to the least extent. The secular society is accessible. The sacred society is mentally and socially isolated, shows societal inertia, unwillingness or inability to change, is non-literate. It has little need for coercion or other overt social control. The large consanguinal family prevails. Irrationalism and supernaturalism are prominent. Even sacred societies, however, allow alternative forms of behavior, and nothing can be said concerning the particular contents of the value-system in the constructed type. The paper concludes with a list of "suggested criteria of sacredness in certain middle-western American communities."—*G. R. Thornton* (Purdue).

603. Bornstein, J., & Milton, P. R. *Action against the enemy's mind.* New York: Bobbs-Merrill, 1942.

Pp. 294. \$2.50.—This is a practical and non-technical book. It is focussed on immediate problems of psychological warfare from the point of view of present American needs. Most of the book deals with the conditions in American society which provide favorable opportunities for the enemy's attack: particularly isolationist sentiment, fear of communism, anti-Semitism, discrimination against other national minorities, labor-capital controversy, and suspicion of our allies. In each case practical recommendations are made. Final chapters deal with carrying the psychological attack back to the enemy; suggestions are made, and the relevant activities of U. S. government agencies are described.—*I. L. Child* (Yale).

604. Bowdery, B. K. *Usages of the term "social."* *Phil. Sci.*, 1942, 9, 356-361.—The author directs attention to three main senses of the adjective: (1) exhibited in many persons (as a custom), (2) result of interactions with one or more other persons (as in social heredity), (3) implication or consequence for other persons (as in anti-social). "The importance of distinguishing these meanings of 'social' is to show that different meanings involve different supplementary facts and different types of theoretical analysis."—*R. H. Dotterer* (Pennsylvania State College).

605. Cavan, R. S. *The family.* New York: Crowell, 1942. Pp. 593. \$3.50.—The approach of this book, a text for undergraduates, is primarily sociological. It is divided into 4 sections: (1) 3 chapters on the nature of the family in different communities and cultures; (2) 5 chapters on courtship, marriage, parenthood, and old age; (3) 5 chapters on threats to family organization (divorce, death, depression, war); (4) 5 chapters on type of family structure under differing sociological conditions (family life of immigrant, Negro, rural, and urban groups).—*L. B. Heathers* (Smith).

606. Eberhart, J. C. *Determinants of legislative behavior in the U. S. House of Representatives.* *Psychol. Bull.*, 1942, 39, 595.—Abstract.

607. Field, H. H. [Dir.] *Special graphic supplement on current and post-war problems.* *Rep. nat. Opin. Res. Cent.*, 1942, No. 6. Pp. 16.—Twelve charts of poll results.—*H. F. Rothe* (Minnesota).

608. Gallup, G. *How important is public opinion in time of war?* *Proc. Amer. phil. Soc.*, 1942, 85, 440-444.—Evidence from public opinion polls shows the common man to be more correct than the leaders on many controversial issues, and that his foresight has predicted the necessity of many legislative and executive acts connected with the preparation for the present war effort, public opinion in many instances preceding governmental action by months. "What many of our men in official circles need today is a public opinion bath," as a renovating and invigorating procedure.—*R. L. Solomon* (Brown).

609. Gallup, G. *Reporting public opinion in five nations.* *Publ. Opin. Quart.*, 1942, 6, 429-436.—

The organization and operations of public opinion polls in America, Britain, Canada, Australia, and Sweden are presented.—*H. F. Rothe* (Minnesota).

610. Gillin, J. Acquired drives in culture contact. *Amer. Anthropol.*, 1942, 44, 545-554.—Using the learning theory of C. L. Hull, an explanation is offered for the failure of Lac du Flambeau Indians to adopt white cultural patterns despite intimate contact since 1894. The present negativism is accounted for as inaction in a situation where action of any kind involves a threat of punishment. Some specific anxieties are: lack of money for obtaining needed white goods, ridicule by whites of Indian ways, white rebuff on the adoption of white ways, and punishment by governmental officials for failure to follow regulations which were frequently inconsistent.—*L. M. Hanks, Jr.* (Bennington).

611. Gosnell, H. F., & De Grazia, S. A critique of polling methods. *Publ. Opin. Quart.*, 1942, 6, 378-390.—Errors arising from polling interviews and means of reducing or eliminating them are discussed. The sources of these errors are: (1) the interpersonal tension caused by the respondent's sense of insecurity; (2) economic, educational, racial, and nationalistic differences between interviewer and respondent; and (3) excitement level, consideration time, and political party activities.—*H. F. Rothe* (Minnesota).

612. Guhl, A. M. Social discrimination in small flocks of the common domestic fowl. *J. comp. Psychol.*, 1942, 34, 127-148.—The author studied the relationship between peck-order position and social discrimination in White Leghorn hens and cocks. Peck orders for males and females were determined separately in two groups of fowl, and control observations were made of the heterosexual behavior of isolated pairs. The hens and cocks of each flock were then placed together, and observation of heterosexual behavior was continued. Discrimination tests were made in the Murchison type pen and with a similar procedure. Results indicate: (1) "Neither cocks nor hens as a group discriminate to the social position, per se, of individual cocks or hens." (2) There is a possibility of sex discrimination in the cocks, but none in the hens. (3) "The discrimination pen technique did not analyze all of the factors that made for, or influence, discriminations; . . . to cage a bird altered its own behavior as well as that of the free-bird toward it." (4) Discriminations were influenced by individual differences.—*L. I. O' Kelly* (U. S. Army).

613. Gundlach, R. H. Attributes of enemy, allied, and domestic nationality groups as seen by college students of different regions. *Psychol. Bull.*, 1942, 39, 612.—Abstract.

614. Haagen, C. H. The scaling of word attributes. *Psychol. Bull.*, 1942, 39, 592.—Abstract.

615. Jones, D. B. Quantitative analysis of motion picture content. *Publ. Opin. Quart.*, 1942, 6, 411-428.—Methods for describing and summarizing socially significant factors in motion pictures are

described, and data from the analysis of 100 films are presented.—*H. F. Rothe* (Minnesota).

616. Katona, G. War without inflation; the psychological approach to problems of war economy. New York: Columbia University Press, 1942. Pp. x + 213. \$2.50.—The author of this book is a psychologist, with broad background and experience in economics. He develops the following thesis: "A general and sustained upward movement in prices is not an automatic effect of economic factors, such as increased purchasing power and reduced supply of civilian goods, because prices are made to move in one or the other direction by the decisions and actions of men," which in turn are determined by attitudes and expectations. "Stamping in desirable expectations by repeating over and over again that prices will not go up" is not the most effective psychological supplementation of legal measures. Rather, learning by understanding should be sought, with "reorganization of the diverse experiences so that they will fit into an integrated [anti-inflationary] frame of reference." Such psychological theory leads the author to many practical suggestions regarding modification of taxation and existing methods of saving, regarding publicity, etc. The chapter headings are: how inflation arises, price fixing and rationing, psychological preparation of price fixing, the consumer facing inflation, taxation, saving, government publicity, and after the war. A retrospect and prospect, a bibliographical note, and an index conclude the book.—*H. L. Ansbacher* (Brown).

617. Katzoff, E. T., & Gilliland, A. R. Attitude toward American participation in the European conflict. *Psychol. Bull.*, 1942, 39, 594.—Abstract.

618. Laffeur, L. J. Biological evidence in aesthetics. *Phil. Rev.*, N. Y., 1942, 51, 587-595.—Whether aesthetics may depend upon facts of appreciation is debatable, but no other evidence is available. The subjectivist seeks to show that standards of beauty depend on race, culture, and individuality. The objectivist seeks to point out common principles that apply universally. The existence of a trait developed by secondary evolution demonstrates preferences in other minds that caused the trait to develop. A highly colored male bird is often too visible for his own good or that of the species, but he appeals to the taste of female birds and also to ours. Flowers exist solely to attract insects, and so bring about cross-pollination; in every other way they are detrimental to their species. Human taste corresponds very closely to that shown by insects. The insect's vision probably translates the object, leaving its aesthetic qualities relatively unchanged. There is a general community of taste between female birds, many insects, animals, and men, despite differences in sense organs, suggesting that beauty is truly objective.—*M. P. Martin* (Richmond Professional Institute).

619. Lentz, T. F. Democraticness, autocraticness and the majority point of view. *Psychol. Bull.*, 1942, 39, 594.—Abstract.

620. Ludlow, W. L. *A syllabus for the study of marriage and the family*. New Concord, Ohio: Radcliffe Press, 1942. Pp. 94. \$1.50.—This manual consists of 3 parts: (1) history of the family as a social institution, emphasizing particularly the family patterns of the Hebrews, Greeks, Romans, and Chinese; (2) personal and (3) practical problems involved in courtship and marriage. Each topic is introduced with a list of questions, followed by a list of references. There is no textual material.—L. B. Heathers (Smith).

621. Macdermott, M. M. *Vowel sounds in poetry: their music and tone-colour*. *Psyche Monogr.*, 1940, No. 13. Pp. 148.—[Abstracted review; original not seen.] Three main theories are given: (1) Good verse is characterized by vowel sequences which have emotional connotations. (2) There are parallel continua of vowels and emotions, vowels being arranged along the pitch scale, back vowels low pitched and front vowels high pitched. (3) Anomalies in vowel sequences can be explained by vowel harmony theories. The author gives a numerical system by which the relative strengths of vowels can be computed. Some poems are analyzed in tabular form.—R. L. Solomon (Brown).

622. Mead, M. *And keep your powder dry*. New York: Morrow, 1942. Pp. x + 274. \$2.75.—This is a general analysis of American character as it looks against the background of 7 other cultures. The American's early training has created needs for competition with near equals, some success, some obstacles, and freedom of individual initiative. The war must be fought with these needs in mind if all resources are to be used efficiently. After the war these needs must be met by an expanding world. If peace is to be permanent, a plan of social organization must be invented "which is so all-embracing that all who encounter it will have no choice except to play by that set of rules." This must be done by including the valuable elements of all cultures, discarding only those that are discordant. Such a task offers sufficient scope to satisfy the need for something big to do.—H. Schlosberg (Brown).

623. Moellenhoff, F. *A projection returns and materializes*. *Amer. Imago*, 1942, 3, 3-13.—There exists a great similarity between Nazi accusations against the Jews and the Nazis' own mentality and actions. Great narcissism and aggression stir up anxiety. This anxiety may be reduced by projecting wishes and tendencies unbearable to consciousness upon a scapegoat, a guilty predecessor who by sharing the guilt makes it bearable. Anxiety may be so reduced that the actual realization of the projected wish may then be risked.—W. A. Varvel (Texas A. & M.).

624. Moreno, J. L. *Sociometry in action*. *Sociometry*, 1942, 5, 298-315.—The first part of this article discusses sociometric procedure. "A sociometric test is first of all an action and behavior test of individuals in a group." Shortcuts have been tried out, e.g. sociometric self-rating. Anonymous sociometric balloting is sometimes desirable; but

sociometric tests are more informative when open and direct. The second and larger part of the article describes applications of sociometry to actual problems: city-wide introduction of a nutrition program, position of the teacher in the school and the community, the community council in primitive communities, the organization of a slum clearance project, selection of key-individuals for state conference work, the value of choice-motivations, the status of the powerful but unpopular person in the community, the formation of cliques and their analysis, the adjustment of isolated and rejected persons.—G. R. Thornton (Purdue).

625. Mosteller, F., & McCarthy, P. J. *Estimating population proportions*. *Publ. Opin. Quart.*, 1942, 6, 452-458.—It may be impossible to estimate population proportions in attitude categories on the basis of a single determining question. The writers present a method for making an estimate from a battery of questions.—H. F. Rothe (Minnesota).

626. Nowlis, V. *Sexual status and degree of hunger in chimpanzee competitive interaction*. *J. comp. Psychol.*, 1942, 34, 185-194.—Competition between members of pairs of chimpanzees was studied by pre-rewarding one of the members at the start of each trial, and following this with a competitive reward. The pre-reward was given equally to both members throughout a series of trials according to a randomized order. This method has the advantage of preventing response stereotypy and inertia due to excessive reward or failure. Seven normal adult females were paired with five adult males and with five females who had undergone subtotal ovariectomy. The pairs were tested during maximal and minimal genital swelling of the normal females, and with various degrees of hunger. The results show that the normal females took a larger proportion of reward during the maximal genital swelling phase than when in the residual phase of the menstrual cycle. The mean increase of the normal females was not significantly different in their pairings with males or with operated females. The scores of subordinates increased with their degree of hunger, when the dominant partner was maintained on regular rations. The author concludes that when the competitive situation is designed to control undue advantages or disadvantages to either partner, a real relationship between success in food competition and factors of sexual status and degree of hunger may be demonstrated.—L. I. O'Kelly (U. S. Army).

627. Office of Opinion Research. *Gallup and Fortune polls*. *Publ. Opin. Quart.*, 1942, 6, 475-494.—A topically arranged compilation of poll results for the months of April, May, and June of 1942.—H. F. Rothe (Minnesota).

628. Rogers, M. *The group approach to community organization*. *Sociometry*, 1942, 5, 251-257.—Community organization and recreation movements arose in an attempt to re-integrate free and given groups (i.e. groupings based on free choice and groupings based on given physical proximity).

The attempt has not been completely successful because of the lack of understanding of group interrelations. The sociometric approach makes possible a fresh attack upon the problem. Recreational and educational programs organized around free groupings have met with greater success than those organized around given groupings. Formal adult educational programs have ignored social groupings, and as a consequence have been limited in their effectiveness. The use of the findings and methods of sociometry would help to place the resources of the adult education movement at the service of authentic social groups.—G. R. Thornton (Purdue).

629. Sanford, R. N., & Conrad, H. S. Some correlates of the Harding Morale Scale. *Psychol. Bull.*, 1942, 39, 614.—Abstract.

630. Schachtel, A. H., Henry, J., & Henry, Z. Rorschach analysis of Pilagá Indian children. *Amer. J. Orthopsychiat.*, 1942, 12, 679-713.—After discussing some general trends in Rorschachs of Pilagá children and the Pilagá environment and culture, the authors present individual Rorschach analyses and field notes of 6 Pilagá Indian children. In spite of occasional differences in emphasis, there appears to be a close correspondence between the blind Rorschach analysis and the ethnological facts.—R. E. Perl (Jewish Board of Guardians).

631. Sewell, W. H. The development of a sociometric scale. *Sociometry*, 1942, 5, 279-297.—On the basis of the criterion of internal consistency, 36 items were selected as most diagnostic from 123 items which seemed to reflect socio-economic status of farm families. These items were arranged into the Farm Family Socio-economic Status Scale. Weights were assigned to the items by means of the sigma method. Validity was tested by (1) comparing average scale scores of owners, tenants, and laborers and (2) correlating scale scores with scores on 4 other scales designed to measure socio-economic status and 4 additional criteria of status; the results agree in indicating the scale to be valid. Reliability of the scale was established by three methods: test-retest, simultaneous scoring, and split-half. Both percentile and T-score norms are given.—G. R. Thornton (Purdue).

632. Smith, M. An approach to the study of the social act. *Psychol. Rev.*, 1942, 49, 422-440.—"In its broadest terms, an act is an observable alteration of a living organism that can be differentiated from other acts, and can be said to change through a phase of relative disequilibrium." "The social act may similarly be defined in terms of larger and more complexly interrelated energy-systems consisting of the same phases." Such complex acts include (1) an impulse arising from an alteration in the relationship of the individual to the environment, (2) perception of disequilibrium, a goal and means of approach, (3) activity toward the goal, with appropriate variations, and (4) attainment of the goal. This analysis meets the four criteria of components suitable for scientific generalizations. Thus the science of social behavior is given a unit, the social act,

defined as "change involving an agent in a social environment which he influences or is influenced by." There are several levels of such actions, distinguished on the basis of unilateral or reciprocal social action. The former consists of actions in which no participant both stimulates and responds to the others; in the latter case, each participant is responded to and in turn responds.—A. G. Bills (Cincinnati).

633. Sorokin, P. A. *Man and society in calamity; the effects of war, revolution, famine, pestilence upon human mind, behavior, social organization and cultural life.* New York: Dutton, 1942. Pp. 352. \$3.00.—Parts I and II deal in turn with the effects upon the mind (emotion, cognition, volition) and upon behavior. The emotions become more intense and instable; painful and depressed feelings predominate. Attention becomes concentrated on topics related to the calamity, and psychical unity disintegrates. Regarding volition, desires directed toward mitigating the calamity are strengthened, while all contrary desires are weakened. Behavior follows volition. These generalizations are illustrated by historical observations, data from psychological experiments, extracts from diaries, etc. A brief chapter dealing with rates of marriage, birth, and death leads into the lengthier Parts III and IV, dealing respectively with social mobility and organization, and sociocultural life; these are followed by brief consideration of the causes of calamities and by predictions about the near future. Noteworthy in these later sections are: the principle of polarization (with respect to almost any psychosocial variable, calamities increasing the frequency of cases at both extremes, even if the central tendency is shifted markedly), and the author's contention that calamities have on the whole a more favorable than an unfavorable selective effect on human stock.—I. L. Child (Yale).

634. Thompson, D. Listen, Hans. Boston: Houghton Mifflin, 1942. Pp. x + 292. \$2.50.—Part I (130 pages) deals with the invasion of the German mind. The history, geography, social structure, and culture of the German people are analyzed, as determinants of its behavior. German history reveals disunity and contradictions with resulting mystic confusion and outward violence. "The urge toward national unity is the sole consistent popular and democratic line." "The fear of the dismemberment of Germany constitutes Hitler's greatest psychological asset today." The Nazi war for geographic expansion is shown to be archaic and actually senseless. It produces a cleavage in the German mind which should be systematically widened. The ability of the German mind "to divorce the task from the purpose" is another cleavage that offers opportunities to the allied cause. Further evidence of the divided German personality is found in philosophy, literature, and art. To clarify the confusion of the enemy 10 principles for a people's peace are offered which "are in harmony with the trend of progressive thinking . . . in enemy countries as well as among allies." Part II of the book is

a series of short-wave broadcasts to Germany between March and September, 1942.—*H. L. Ansbacher* (Brown).

635. Travers, R. M. W. Group identifications as factors influencing judgments of the opinion of a more general population. *Sociometry*, 1942, 5, 272-278.—90 university students, 40 women and 50 men, checked "yes" or "no" answers to 10 opinion questions; they then estimated the percentage of the class that would answer in the same direction. Comparisons were made between estimates of men and estimates of women who shared the opinion of the majority for 5 questions upon which men and women differed substantially in their answers. The object was to test the hypothesis that individuals tend to judge the opinions of a large group in terms of the opinions of smaller groups with whom they identify themselves. The results were not consistent with the hypothesis. The evidence suggests the hypothesis that in judging the opinion of a mixed group individuals tend to give undue weight to the opinion ascribed to men. "This study also represents a technique for studying the psychological structure of groups."—*G. R. Thornton* (Purdue).

636. Victoria, M. Ensayo preliminar sobre lo cómico. (Preliminary study of the comic situation.) Buenos Aires: Editorial Losada, 1941. Pp. 197.—See *Philos. Abstr.*, 2, No. 10, pp. 19-20.

637. West, R. A psychological theory of law and international law. *Brit. J. Psychol.*, 1942, 33, 93-102.—The author concludes "that the good law of a good state represents the social instincts of the majority of its members put into external commission of execution as an extended self-control. International law has so far been founded upon promise, the execution of which is left at the mercy of the inevitable prejudice and aggressive instincts of the promisor. By leaving its subjects free to judge their own causes international law does not and cannot fulfil the psychological requirements of true law, that the force of its administration be external to the parties concerned. Nor can the sovereign state ever execute international justice."—*M. D. Vernon* (Cambridge).

638. White, W. A. Thoughts of a psychiatrist on the war and after. *Psychiatry*, 1942, 5, 403-434.—This is a re-issue of the author's essay published after the first World War. A survey is offered of a psychiatrist's view of the problems and conditions caused by war, of the nature of the peace to follow, and of the social changes and developments that might be expected to occur in society as a consequence. Chapter headings are: the social perspective; the psychology of conflict; the individual versus the group; the integration of social groups—culture; psychological effects of war; psychological causes of war; some tendencies quickened by war; individualism versus socialism—love and hate; the socially handicapped.—*M. H. Erickson* (Eloise Hospital).

[See also abstracts 375, 396, 449, 465, 481, 507, 532, 553, 569, 587, 589, 639, 659, 705, 726, 730, 731, 739.]

CRIME AND DELINQUENCY

639. [Anon.] Suicide and war. *Statist. Bull. Metrop. Life Insur.*, 1942, 23, No. 9, 1-2.—The death rate from suicides among the policyholders of the Metropolitan Life Insurance Co. for 1942 is practically the same as for 1941 and is with one exception the lowest on record. "For 1941 . . . the rate dropped sharply from the preceding year." Likewise, 1941 suicide rates in England were 15% in Germany 30% below the 1939 level. Wartime drop in suicide rates is a general phenomenon observable even in neutral nations. The phenomenon is ascribed to economic forces and such psychological forces as forgetting one's petty difficulties and finding a new purpose in rallying to the defense of one's country.—*H. L. Ansbacher* (Brown).

640. Carneiro Neto, H. A. A ação do psiquiatra no problema do abandono e delinquência infantil. (The psychiatrist's part in the problem of abandonment and juvenile delinquency.) *Bol. Serv. soc. Menores, S. Paulo*, 1941, 1, 45-51.—General psychiatric assistance in dealing with juvenile delinquency is not sufficient to produce the best insights and results. The psychiatrist must be oriented specifically in work with children. On the other hand, certain kinds of teachers are often as valuable, working in conjunction with psychiatrists, as is a complete staff of specialists.—*H. D. Spoerl* (American International College).

641. Dränger, A. O problema da delinquência infantil e a reeducação. (The problem of juvenile delinquency and re-education.) *Bol. Serv. soc. Menores, S. Paulo*, 1942, 2, 10-35.—The terminology of delinquency is in need of clarification. Especially in early childhood is this term misleading; criteria of adjustment are more appropriate than moral judgments. The general and specific causes of juvenile delinquency are discussed, with illustrations from 60 cases studied by the author, evenly divided between the sexes. General causes include physiological predispositions and widespread environmental factors. Special causes vary with the nature of the case. 36 statistical tables are given, breaking down the personal specifications of the cases in numerous ways.—*H. D. Spoerl* (American International College).

642. Gibbs, J. M. The psychologist as an expert witness in a court of law. *Brit. J. Psychol.*, 1942, 33, 103-112.—This article describes in detail two cases of adults of low intelligence accused of receiving stolen goods, in which the evidence of a psychologist as to intelligence (based on intelligence tests) was admitted in the court. "The scope and value of such evidence and the establishment of the credentials of the expert witness are also discussed."—*M. D. Vernon* (Cambridge).

643. Janney, J. E. Swindlers: their principal techniques of motivation and their foremost personal traits. *Psychol. Bull.*, 1942, 39, 599.—Abstract.

644. Kerr, D. Delinquency. *Edinb. med. J.*, 1942, 49, 484-495.—Kerr outlines the Scotch meth-

ods of dealing with adult and juvenile delinquents and indicates the role of medicine to delinquency in its true perspective, stripped of its present exaggerated claims. Approximately 96% of offenders are mentally normal, and the medical treatment of delinquency will not materially alter the situation. Nevertheless, for the individual delinquent, the ascertainment of his mental condition may be all-important, and means should be provided to ensure detection of the mentally abnormal. Psychological examination of juveniles is required in only a fraction of 1% of the cases. It may definitely harm the child as well as antagonize the parents. The almost automatic probation of juvenile offenders is manufacturing criminals. The main causes of delinquency are social conditions and poor training of the young.—*M. E. Morse* (Baltimore, Md.).

645. **Loverin, R. B.** *The English Borstal system of parole and after-care.* *Welf. Bull., Ill. St. Dep. publ. Welf.*, 1942, 33, No. 5, 23-24.

646. **Portella, L.** *Valor do estudo específico do menor delinquente.* (Value of the specific study of the juvenile delinquent.) *Bol. Serv. soc. Menores, S. Paulo*, 1941, 1, 33-36.—The individual delinquent must always be studied in particular, in order to avoid superficial classification and to guarantee discrimination of the victim of psychological disturbance from the true pervert. This is socially necessary for the effective guidance of courts, and essential for determining appropriate educational treatment.—*H. D. Spoerl* (American International College).

647. **Shimshony, Z.** *Chronischer Alkoholismus und Selbstmord.* (Chronic alcoholism and suicide.) Bern: Dissertation, 1940. Pp. 17.

648. **Smith, N. C.** *Maui youth adrift, a study of juvenile delinquency on Maui, T. H. Wailuku, Hawaii: Maui Publishing Co., 1942. Pp. 184.*—[Abstracted review; original not seen.] Delinquency has increased on the island of Maui despite the presence of a co-ordinating council, which has removed road houses, slot machines, and other spots usually associated with delinquency. The increase is attributed entirely to a handful of individuals.—*L. M. Hanks, Jr.* (Bennington).

649. **Van Vorst, R. B.** *An evaluation of the institutional adjustment of the psychopathic offender.* *Psychol. Bull.*, 1942, 39, 610-611.—Abstract.

650. **Wolff, P. O.** *Narcotic addiction and criminality.* *J. crim. Psychopath.*, 1942, 4, 35-58.—See 17: 651.—*A. Chapanis* (Wright Field).

651. **Wolff, P. O.** [Narcotic addiction and criminality.] *Rev. Psiquiat. Crim., B. Aires*, 1941, 6, 1-24.—The discussion centers around the criminal addict, the individual who is really vicious and deliberately uses drugs to fortify himself for a criminal career. The effects on criminal behavior of using cocaine, heroin, morphine, opium, and marijuana are summarized. Methods used in Argentina for the suppression of narcotics traffic are compared

with those used in certain other countries, chiefly the United States.—*A. Chapanis* (Wright Field).

[See also abstracts 504, 515, 718, 722.]

INDUSTRIAL AND PERSONNEL PROBLEMS

652. [Anon.] *Three-dimensional seeing.* (Film.) Wilmington, Del.: DuPont Company, Motion Picture Bureau, 1942. 15 min., sound, color. Loan.—[Abstracted review; original not seen.] This film shows how to reduce the rate of industrial accidents by correct use of light and color in shops.—*H. L. Ansbacher* (Brown).

653. **Bach, C. A.** *Leadership.* *Congr. Rec.*, 1942, June 15. Also *Milit. Rev., Ft Leavenworth*, 1942, 22, No. 86, 5-8.—This is an address delivered in 1918. Leadership is a composite of self-confidence, moral ascendancy, self-sacrifice, paternalism, fairness, initiative, decision, dignity, and courage. Each quality is discussed in terms of the specific actions necessary to make the officer's subordinates attribute these qualities to the officer. Courage is distinguished from bravery: bravery being physical absence of fear, while courage is the moral backbone of being calm and efficient when the danger is great. Above all, the officer should know the minds of his men.—*R. L. Solomon* (Brown).

654. **Bailey, N. R.** *Motion study for the supervisor.* New York: McGraw-Hill, 1942. Pp. 120. \$1.25.

655. **Copeland, N.** *Psychology and the soldier.* Harrisburg, Pa.: Military Service Publishing Co., 1942. Pp. 136. \$1.00.—Morale, discipline, leadership, and ideals are of greater value to an army than are physical weapons.—*L. A. Riggs* (Brown).

656. **Corliss, R.** *Poor war personnel work.* *Person. J.*, 1942, 21, 180-188.—Chaos and inefficiency in industry are the result of poor placement. Confusion has resulted from giving personnel placement over to industrial relations people. Placement should be based upon scientific research conducted by well-trained interviewers, job-analysts, and psychologists.—*M. B. Mitchell* (U. S. Naval Reserve).

657. **Drake, C. A.** *Personnel selection by standard job tests.* New York: McGraw-Hill, 1942. Pp. ix + 147. \$2.00.—This book, designed primarily for industrial engineers, describes a number of performance tests by the author to select factory personnel for the Eagle Pencil Co., Johnston & Johnston, and other concerns. By operational analysis, most of the jobs were classified into the following abilities: (1) general hand dexterity, (2) dual-hand coordination, (3) hand-foot coordination, (4) general body coordination, and (5) visual, kinesthetic, and tactual perceptual ability. One or more work-sample tests, ranging from a relatively simple pencil case inspection test to a complex variable speed motor driven test for machine operators, were then designed to measure each of these abilities. Correlation coefficients for each of the 10 tests with one another and validation data for

several of the tests are given. Norms are largely lacking and no indication is given that these tests are available for general use. A number of additional tests (of sewing, motor rhythm, hand-foot and dual-hand coordination, and inspection) are also described but not recommended for general use. The text is concluded by a chapter on selection tests in an accident prevention program and one on test construction.—A. Burton (Calif. State Personnel Board).

658. Dunford, R. E., Griffen, L. L., & Adams, S. **The personnel testing program of the Tennessee Valley Authority.** *Psychol. Bull.*, 1942, 39, 579.—Abstract.

659. Farago, L. [Ed.] **German psychological warfare.** (1st definitive ed.) New York: Putnam, 1942. Pp. xxii + 302. \$3.00.—In comparison with the previous editions (see 15: 4346; 16: 2406) this survey and bibliography has been "revised, enlarged, and brought up-to-date. The chapters on morale, and the offensive in psychological warfare, including propaganda, have been considerably expanded." A new foreword has been written by A. U. Pope, an appendix presents the heretofore largely unpublished report by A. H. Martin (1940) on psychological test methods in the German Army (pp. 171-178), and a list of 26 books as basic reading in the field is given.—H. L. Ansbacher (Brown).

660. Faubion, R. W., & Bellows, R. M. **Personnel work in the Army Air Forces: the Classification Division, Army Air Forces Technical Training Command.** *Psychol. Bull.*, 1942, 39, 643-664.—This Division "is organized and staffed with a group of military psychologists for developing and applying personnel techniques designed for classifying and training the groundcrews for the Army Air Forces. The volume of inflow of these trainees to replacement training and Air Forces school centers is great—about 11 ground crew specialists are trained for each air crew cadet graduated. In the development of personnel tests and related techniques emphasis is placed on: analysis of the characteristics of successive populations of trainees; analysis of training courses and specialist duties to be performed by graduates; procedures for standard and uniform administration, interpretation, and recording of test and school criterion data; and continuous follow-up studies to check, verify, and refine techniques in use." Section headings are: training courses and entrance requirements, organization and personnel of the Classification Division, psychological problems and methods of test verification, tests in use, and typical personnel investigations.—F. McKinney (Missouri).

661. Fay, P. J. **Relationship between sales ability and ratings of enthusiasm and convincingness of salesmen from their transcribed voices.** *Proc. Ind. Acad. Sci.*, 1942, 51, 247.—Abstract.

662. Goodenough, F. L. **The selection of candidates for the Officer Candidate School at the Women's Army Auxiliary Corps Training Center.** *Psychol. Bull.*, 1942, 39, 634-637.—After applica-

tions were properly filed, Army mental alertness tests were administered. Candidates passing the tests were interviewed by a local board of recruiting officers and women experienced in personnel work. The interviewers' impressions were recorded on rating scales. Traits considered were: appearance, poise, bearing, speed of comprehension, clearness and ease of verbal expression, etc. This was followed by physical examinations given to the 500 most promising candidates in each of the 9 Army Corps Areas. The records of all accepted candidates were sent to Corps Headquarters, and a further selection was made by Corps Area Boards which also conducted the final interviews. These Boards consisted of 18 women representatives of the director of the WAAC, 7 of whom were psychologists. 240 candidates from each Corps Area were selected for the final interview, in which personality, attitudes, and general adjustment were considered. The ultimate selection of a total of 440 women to attend the school was determined by this final interview and a later conference over the records in collaboration with a specially appointed group of psychiatrists.—F. McKinney (Missouri).

663. Halsey, M. **Traffic accidents and congestion.** New York: Wiley, 1941. Pp. 408. \$4.00.—The field of highway traffic and transportation is treated under 103 principles. These are ideas and opinions attributed to prominent men in the profession, stated in the form of propositions. Part I discusses the problem, its relation to society, and limitations of the individual. Part II describes traffic engineering division organization and administration. Part III, fitting engineering to the driver, deals with driver limitations and driver behavior. Such topics as reaction time, average judgment, distraction, fatigue, and the "cussedness of human nature" are mentioned. Part IV is an extensive atomization of design remedies, representing opinions as to best treatment of signs, signals, intersections, lane width, islands, and pedestrians. The final division goes into methods of attack. Measurement and obtaining of data on traffic conditions are advocated.—T. W. Forbes (Pennsylvania).

664. Hauer, N. **Selection of war-production training instructors.** *Industr. Arts voc. Educ.*, 1942, 31, 375-376.—The basic factors in teaching are "insight into human nature, an understanding of the laws of learning, and a knowledge of the subject to be taught." The laws of learning and the principles of Gestalt may be effectively applied to shop teaching. The author considers these factors, and practical experience, in terms of the selection of teachers and their performance on the job.—G. S. Speer (Central YMCA College).

665. Moore, H. **Real use for rating scales.** *Person. J.*, 1942, 21, 165-170.—The real use for rating scales is in pointing out odd weaknesses in employees so that they may be corrected.—M. B. Mitchell (U. S. Naval Reserve).

666. Paterson, D. G., & Stone, C. H. **Dissatisfaction with life work among adult workers.** *Occu-*

pations, 1942, 21, 219-221.—Approximately 100 representative persons in each of 7 occupational groups, sampled on two occasions, were asked if they would choose a different occupation if they could start life over again. "Yes" answers are considered evidence of dissatisfaction. The two samplings are strikingly similar. The results indicate an occupational hierarchy of job satisfaction, and a desire on the part of those who are dissatisfied to shift to professional, managerial, and skilled trades. A large number are dissatisfied with their present work, but have no preference for new occupations. It is concluded that personnel work must bring about a more realistic attitude toward the world of work.—G. S. Speer (Central YMCA College).

667. Reid, W. G. Drivers aptitude tests of the third armored division. *Milit. Surg.*, 1942, 91, 401-411.—Reid reports a series of aptitude tests for candidates for training as drivers of armored vehicles, which have been tried on about 10,000 men at Camp Polk, La. The series consists of tests for color blindness, visual fields and acuity, depth perception (box type apparatus), glare blindness, balance (on one foot blindfolded, walking rail, sitting on raised log with arms and legs extended), stability (complicated Romberg), and reaction time (jabbing at falling board with ice pick). The tests, equipment (made in camp), standards for passing, and results are described, also the routing, which allows about 40 men to be examined per hour. The visual acuity test (20/40 lower limit) showed more failures than any other. Depth perception and glare blindness showed a considerable number of failures; balance tests, very few. Record blanks. Charts.—M. E. Morse (Baltimore, Md.).

668. Salem, W. Existe a surdez profissional em aviação? (Does occupational deafness in aviation exist?) *Rev. Med. milit., Rio de J.*, 1942, 31, 281-286.

669. Smith, A. W. Observation and testing. *Person. J.*, 1942, 21, 175-179.—A test behavior sheet is recommended to be used in checking reactions to the testing situation.—M. B. Mitchell (U. S. Naval Reserve).

670. Smith, M. The human factor in production. *Nature, Lond.*, 1942, 150, 142-144.—To produce highest efficiency in workers, the material factors in the environment, such as lighting, heating, ventilation, non-fatiguing hours, are prerequisite. Of equal importance is the psychological environment: the worker's attitude toward his work, and the personality of those in authority. Evidence is presented to show that repetitive movements are not necessarily conducive to boredom, and that a "vital" person in authority can raise the output of a group with no increase in fatigue, merely decrease in boredom. Proper selection for a suitable job is today a central factor, and psychological testing is one approach. The emotional characteristics of workers should be taken into account when tasks are assigned.—R. L. Solomon (Brown).

671. Vagts, A. Age and field command. *J. Amer. milit. Inst.*, 1942. Also *Milit. Rev.*, Ft Leavenworth,

1942, 22, No. 86, 36-38.—Evidence is presented from the military history of the world which leads to the conclusion that a general should immediately be rested or retired following his first successful campaign. Victory uses up generals. A retirement of such a nature should not be considered derogatory—it is a necessity to either rest or remove older generals.—R. L. Solomon (Brown).

[See also abstracts 422, 511, 539, 549, 550, 570, 676, 713.]

EDUCATIONAL PSYCHOLOGY

(incl. Vocational Guidance)

672. American Education Research Association. Pupil personnel, guidance, and counseling. *Rev. educ. Res.*, 1942, 12, 1-136.—Review of research on guidance: the student in elementary, secondary, and higher education; the conditions that make effective guidance possible; counseling and work with groups; the specialized aspect of information about educational and vocational opportunities; the preparation of teachers and specialists.—(Courtesy *J. educ. Res.*).

673. [Anon.] The course of study; a report to participating institutions. A record of the frequency of student choices within the liberal arts college curriculum. New York: Graduate Record Examination, 1941. Pp. 47.—Comparison of test scores between institutions on the Graduate Record Examination is meaningless unless data are present on curricular emphases at the different institutions. Data are presented from all senior men at 14 institutions of learning who took the Graduate Record Examination in 1940 and 1941. The relative frequency of choice is given for 18 fields. These data are also of interest to colleges concerned with the problem of student choice of electives.—H. R. Blackwell (Brown).

674. Beers, F. S., Boatright, J. A., & Chester, H. M. Some principles of examining, with aids for consulting examiners. Athens, Ga.: University of Georgia Press, 1942. Pp. 45. Gratis.—Examination making is a professional obligation requiring time, thought, and study, whether the examination is for merit system selection or in the field of education. The multiple choice form of item has much to commend it. The sources of material for merit system examinations are found in the job description of the class of position to be examined. The authors present several examples of the multiple choice item and of the various adaptations which have been derived from it. Item analysis will reveal the suitability and worth of each item. The technique of item construction is briefly described.—N. M. Locke (Hunter).

675. Blesh, T. E. Correlations between success in student teaching and success on the job. *Res. Quart. Amer. Ass. Hlth phys. Educ.*, 1942, 13, 397-399.—Principals of schools were sent questionnaires concerning factors important for teachers of physical education. The results showed that personality is one of the most important factors in successful

carrying out of this type of job, with specific reference to student teachers.—*R. L. Solomon* (Brown).

676. Ciccarelli, E. C., & Krugman, M. A testing program for "pre-flight training" courses. *High Points*, 1942, 24, No. 9, 17-30.—This report describes in considerable detail the physical and psychological examinations administered to 653 high school boys enrolled in pre-flight courses. It is concluded that such a screening examination is entirely practicable within the regular school system; that the screening process should be used for the selection and guidance of candidates after specific standards have been established for each of the training courses; and that the results should be used in individual counseling. The school should follow-up remediable physical defects which are discovered.—*G. S. Speer* (Central YMCA College).

677. Corey, S. M., & Froehlich, G. J. A high school staff studies pupil responsibility. *Sch. Rev.*, 1942, 50, 568-576.—This study of pupil responsibility at the University of Chicago High School was based on observations of more than 9000 specific instances of acceptance or rejection of responsibility over a 4-day period in February, with a similar survey repeated in May of the same year. 25 specific practices of responsibility were classified under 5 general areas: keeping appointments, showing consideration for others, getting assignments straight and completing them on time, doing each assignment and accepted task as well as possible, keeping promises. In 14 of the 25 specific items there was improvement in pupil acceptance of responsibility. A correlation of .42 was obtained between the ranks of the most delinquent pupils in February and in March.—*R. C. Strassburger* (St. Joseph's College for Women).

678. Davies, P. A. College students' interest in biology. *J. educ. Res.*, 1942, 36, 7-15.—Interest-information check lists were given to students entering beginning zoology and botany classes. The divisions of zoology having high interest were inheritance and variation, development, physiology, organic evolution, economic aspects of zoology, and morphology; the divisions of botany having high interest were uses of botanical information, inheritance and variation, development, morphology, organic evolution, and physiology. Knowledge or the desire to know more, plays only a partial role in determining interest in biology. Interest is found in information applicable to immediate needs or to vocational uses, and in striking topics which excite general curiosity.—*M. Murphy* (Pennsylvania).

679. Gertrude, Sister R. Applying psychology to discipline. *Cath. Schs J.*, 1942, 42, 270-272.—The source of problems of discipline is first of all in the teacher's failures or defects. The aim of education is construction, not suppression. All discipline should aim at self-discipline. Teachers should know the causes of certain types of behavior in children, and should be able to apply psychological principles in developing corrective treatment. Some of the

typical defects and failures of teachers, with their discipline products, are discussed.—*G. S. Speer* (Central YMCA College).

680. Good, C. V. Selected bibliography on the methodology of educational, psychological, and social research, 1941-1942. *J. educ. Res.*, 1942, 36, 59-80.—A bibliography of approximately 400 titles divided as follows: (1) problems, issues, and trends, needed research; (2) sources of information, bibliographies, summaries and abstracts; (3) collecting, analyzing, interpreting, and reporting data; (4) evaluation, appraisal, and implementation of science, research, and educational procedure; (5) organization, supervision, and support of graduate and research problems.—*M. Murphy* (Pennsylvania).

681. Göring, M. H. *Erziehungshilfe*. (Educational aid.) Leipzig: Hirzel, 1940. Pp. 68.—[Abstracted review; original not seen.] This special publication of the German Institute for Psychological Investigation and Psychotherapy is a collection of papers concerned with the problems and results of the psychotherapeutic treatment of children and adolescents. "Educational aid" signifies a school within the school, in the service of National Socialism. A list of guidance centers recognized by the Institute is given, and the work in Berlin, Munich, and Vienna is described.—*M. E. Morse* (Baltimore, Md.).

682. Gray, S. W. The relation of individual variability to intelligence. *Psychol. Bull.*, 1942, 39, 579.—Abstract.

683. Gray, W. H., Jr. Administrative provisions for guidance in Negro colleges and universities. *J. educ. Res.*, 1942, 36, 26-34.—Orientation activities have been given a prominent place in most Negro colleges. Many, however, do not use the results of tests in selecting students, in providing guidance for them in college, or in directing remedial programs. Specialized faculty counselling is growing in these colleges, but vocational guidance is frequently neglected. The results are based on a questionnaire study.—*M. Murphy* (Pennsylvania).

684. Harrison, M. R. Intelligence scores of prospective teachers in a liberal-arts college. *Sch. & Soc.*, 1942, 56, 416-420.—Tables are given showing that the ACE scores for freshmen at Park College are higher than those of the typical freshman at other liberal-arts colleges using the test, that the scores of liberal arts college students are higher than those of students at teachers colleges, and that the prospective teachers at Park College do not differ significantly in intelligence from the other students.—*M. Lee* (Chicago, Ill.).

685. Heinzler, A. *Volksschulleistung, Eignungsprüfung und handwerkliche Berufstüchtigkeit*. (Public school achievement, aptitude testing, and manual trade competence.) *Z. pädag. Psychol.*, 1941, 42, 80-83.—See 15: 3152.—*M. E. Morse* (Baltimore, Md.).

686. Humiston, T. F. Fortune tellers as vocational counselors. *Occupations*, 1942, 21, 229-232.—

An analysis of the vague, inconsistent, and inaccurate vocational advice received from 25 fortune tellers.—G. S. Speer (Central YMCA College).

687. Johnston, E. G. *Administering the guidance program*. Minneapolis: Educational Publishers, 1942. Pp. xiv + 129. \$1.60.—This is the fourth publication in the *Guide to action series* planned for the educational administrator. It presents the administrative aspects of guidance in relation to organization of school personnel, collecting information about pupils, phases of guidance, the evaluation of outcomes, and guidance services available to schools. Reference is made to actual procedures in several schools and systems.—P. S. de Q. Cabot (Simmons).

688. Kennedy, M. R. *Speech defects*. *J. Pediat.*, 1942, 21, 421-427.—Kennedy discusses the importance of a speech correction program in the school curriculum, the surprising prevalence of speech defects among school children, and the training of the speech correctionist. Her basic training in biological and psychological science should be sufficiently broad to enable her to function on the staffs of schools, hospitals, dental clinics, and social agencies. As to corrective methods, the first considerations are the child's attitude toward his handicap, and his type of mental imagery, in order to stimulate learning through that channel.—M. E. Morse (Baltimore, Md.).

689. Layton, W. K. *Guidance problems in wartime*. *Educ. nat. Defense Ser. Pamphl.*, Wash., 1942, No. 18. Pp. v + 30.

690. Lee, J. M., & Clark, W. W. *Lee-Clark arithmetic fundamentals survey test: form B, high school edition*. Los Angeles: California Test Bureau, 1941. 25 tests, \$0.50; specimen set, \$0.25.—This is an analytical survey test of fundamental skills in arithmetic and covers 20 different basic processes. The split-half reliability of the test for each single grade averages .925, and "high validity was obtained by an analysis of essential or basic processes required for computation in the fundamental processes of addition, subtraction, multiplication, and division of whole numbers, fractions, decimals, and per cents." Tentative norms are given based on over 4000 tests distributed equally in grades 9, 10, 11, and 12.—L. H. McCabe (Cambridge, Mass.).

691. Lewis, J. H. *Accuracy of teacher questionnaire data*. *J. educ. Res.*, 1942, 36, 21-25.—M. Murphy (Pennsylvania).

692. Lobaugh, D. *Girls, grades and IQ's*. *Nation's Schs.*, 1942, 30, No. 5, 42.—A comparison of school grades, IQ's, and scores on a standard high school achievement test discloses some wide discrepancies. Present methods of evaluating scholarship are questioned.—G. S. Speer (Central YMCA College).

693. Long, A. *A study of answers to true false test questions marked to indicate confidence in correctness*. *Proc. Ind. Acad. Sci.*, 1942, 51, 256-260.—302 pupils taking a home economics test were

asked to double check the answers which they felt were correct. Their papers were scored both with and without taking account of double checks. Differences in the two sets of scores are analyzed and reported for groups with varying sorts of training in home economics. "Assurance of greater reliability in answers to true-false questions apparently can be achieved to a very useful extent by the device of indications of confidence."—G. R. Thornton (Purdue).

694. Magruder, F. A., Clinton, R. J., & Chambers, M. M. *American civics and government test for high schools and colleges: forms A and B*. (Rev. ed.) Bloomington, Ill.: Public School Publishing Co., 1942. 25 copies, 75¢; specimen set, 10¢.—Part I consists of 63 multiple-choice statements, each of which is followed by 4 alternative answers. Part II is a type of matching examination, covering 5 divisions of national and state governments. Reliability was determined by finding the correlation between the two forms of the test and was found to be .85 for 240 cases, all high-school seniors. Validity was determined by correlating teachers' marks with scores on the test and was found to be .65 for 109 cases. Norms are presented for high-school and for normal-school and college students.—L. H. McCabe (Cambridge, Mass.).

695. Marzoff, S. S. *Evaluation of educational goals and achievement*. *Psychol. Bull.*, 1942, 39, 598.—Abstract.

696. McCaul, R. L. *The cost of remedial-reading programs in 18 colleges*. *Sch. & Soc.*, 1942, 56, 361-364.—The median cost of remedial-reading programs is \$861.00 and the median cost per remedial-reading student \$6.27, according to questionnaire returns from remedial-reading teachers at many kinds of colleges. Salaries are the major item of cost, but usually the teacher has other duties. The least expensive plan is to teach seriously retarded readers individually and less retarded ones in groups. The latter might be taught by specially trained graduate students or education majors. Nearly half of the colleges charge a small fee for materials. The median number of students receiving instruction is 5.1%.—M. Lee (Chicago, Ill.).

697. McElhinney, R. S., & Smith, H. L. *Personality and character building*. Winona Lake, Ind.: Light & Life Press, 1942. Pp. 345. \$2.00.—Although written from the educator's viewpoint and designed especially for teachers, the authors of this work hope "that it may prove helpful to parents . . . and to others who are especially concerned with the welfare of youth." Part I, which assesses the present situation in character education, offers an historical summary, establishes the need for character education, and presents the difficulties to be encountered. In Part II the fundamental concepts of personality and character are discussed, and the objectives of character education are outlined. Part III treats at length (8 chapters) of the means of building personality and character. Illustrative lessons representing the different methods of

character development are given. Part IV is a critical survey of methods of measuring and evaluating character growth. There are questions for discussion and references for further reading appended to each chapter. The book is indexed.—*R. C. Strassburger* (St. Joseph's College for Women).

698. McGehee, W. The prediction of differential achievement in a technological college. *Psychol. Bull.*, 1942, 39, 575.—Abstract.

699. Moffie, D. J. The relationship between self-estimated and measured interests. *Psychol. Bull.*, 1942, 39, 575.—Abstract.

700. Moore, H. The Chicago test of clerical promise. Chicago: Science Research Associates, 1942. 100 tests, \$7.00; per copy, \$0.07; specimen set (manual, scoring keys, norms), \$0.25.—This examination tests the following: accuracy in spelling, simple arithmetic, memory for oral instructions; checking names and numbers, vocabulary usage, arithmetical reasoning, and accuracy in copying. The 8-page manual presents general directions for administration, a discussion of the nature of clerical ability, reliability and validity, types and conditions of clerical work, a chart showing paths of promotion in clerical work, directions for scoring, selected references, norms, and the scoring key.—*L. H. McCabe* (Cambridge, Mass.).

701. Perras, G. [Ed.] Troisième congrès annuel, 24-27 juin, 1942: Le maître et l'élève. (Third annual congress, June 24-27, 1942: Teacher and student.) *Méth. sci. Educ.*, 1942, 4. Pp. 201.—This volume is one of a series the purpose of which is to inform educators about contemporary pedagogical movements. It comprises 8 addresses, 6 in French and 2 in English, delivered at Ecole Normale Secondaire, Montréal. The subjects include learning, measurement (M. L. T. Dayhaw), transfer (M. C. Bilodeau), and character (R. Allers).—*A. H. MacPhail* (Brown).

702. Plowman, L., & Stroud, J. B. Effect of informing pupils of the correctness of their responses to objective test questions. *J. educ. Res.*, 1942, 36, 16-20.—Multiple choice tests were given to 250 10th and 11th grade pupils following reading and study of a 1350-word text on the history of books and book making. In Condition I their corrected test papers were returned the next day to be inspected. In Condition II the papers were not returned. Six days later the test was repeated without warning. Other variables were controlled. Substantial and significant differences were found in favor of Condition I.—*M. Murphy* (Pennsylvania).

703. Riddell, J. Effect of the war emergency on selective elimination of students at the University of Oregon. *Psychol. Bull.*, 1942, 39, 613.—Abstract.

704. Riefling, A. A. Report of two reading-English classes. *Sch. Rev.*, 1942, 50, 587-595.—Retarded readers in grades IX and X were assigned to special reading-English classes emphasizing thorough study of individual pupil needs, special methods, individualized materials, and high motivation. The

results of instruction extending over one semester were seen in improved pupil personality adjustment, substantial gains in spelling ability, and marked progress in reading attainment. 67.3% of the total group gained one grade or more in reading, 44.2% 1.5 grades or more. There was much additional evidence of reading improvement.—*R. C. Strassburger* (St. Joseph's College for Women).

705. Siple, H. L. Attitude toward the public school. *J. educ. Res.*, 1942, 36, 40-51.—A scale for measuring attitude toward the public school was given to 808 persons. Most individuals had favorable attitudes. There was no difference between those having incomes above \$1500 and those below that figure. PTA members were somewhat more favorable than non-members. High school graduates tended to favor the school more than those having either more or less education. No significant difference was found between those who did and those who did not have children in school. Persons under 40 years of age had a more favorable attitude than those over 40, but the difference was slight and inconclusive.—*M. Murphy* (Pennsylvania).

706. Stuit, D. B. The improvement of reading on the college level by means of a practice device. *Psychol. Bull.*, 1942, 39, 592.—Abstract.

707. Traxler, A. E. The teaching of corrective reading in the junior and senior high schools. Bloomington, Ill.: Public School Publishing Co., 1942. Pp. 23. \$0.25.—This is a reprint of a pamphlet first published in 1934. It is devoted to the treatment of corrective difficulties, i.e. those which will respond to treatment within a group through methods commonly used in classrooms, rather than remedial difficulties, i.e. those of pupils "so seriously handicapped in the basic reading skills that they require the use of unusual procedures and techniques and individual attention and guidance in overcoming their deficiencies." Topics treated are: what corrective reading is, how to begin, analyzing the reading difficulties, grouping pupils for corrective teaching, preparation for teaching corrective reading, reading needs, free reading, class instruction, provision for individual differences, reading materials, measuring progress, and remedial work following group teaching. Bibliography.—*L. H. McCabe* (Cambridge, Mass.).

708. Van Alstine, F. L., Douglass, H. R., & Johnson, P. O. The relation between the housing of students and their scholarship. *Sch. & Soc.*, 1942, 56, 388-392.—The effect of students' place of residence on scholarship is negligible in the schools of medicine, law, engineering, business, and education at the University of Minnesota. In the college of pharmacy living at home is significantly favorable to scholastic achievement. The groups compared (home, private residence, college dormitories, and fraternity and sorority chapter houses) were matched as to high school average, age, sex, and membership in fraternities and sororities. Possible factors were that adjustment to the living environment had been made during the two years before entering profes-

sional schools, that unadjusted students dropped out or changed environments, and that the samples were small. Construction of fraternity or sorority chapter houses or of dormitory buildings should be justified on some other basis than the superior scholarship of the students living in these environments.—*M. Lee* (Chicago, Ill.).

709. Wilking, S. V. Do our reading tests test the right words? *J. educ. Res.*, 1942, 36, 35-39.—The vocabulary section of the Iowa Silent Reading Test, Form A, which was chosen merely for illustration, was analyzed on the basis of the categories found in Roget's *Thesaurus*. Reading vocabulary testing as evidenced by this test, "does not fulfill the requirements of testing words in relation to their type or category frequency of usage."—*M. Murphy* (Pennsylvania).

710. Young, R. V., & Pratt, W. E. American school achievement tests, intermediate battery, grades 4, 5, and 6: forms A, B, and C. Bloomington, Ill.: Public School Publishing Co., 1942. 100 copies, \$6.00; specimen set, gratis.—This battery is "designed to measure pupil achievement in the tool subjects." It may be used in measuring pupil progress, in the classification of pupils, as an aid to remedial instruction, and in the diagnosis of arithmetic skills. Test I covers sentence and word meaning; Test II, paragraph meaning; Test III, arithmetic computation; Test IV, arithmetic problems; Test V, language, including correct usage, punctuation, capitalization, sentence recognition, and grammar; and Test VI, spelling. Construction and validation of the tests are discussed in the manual, and the reliability of each test, and grade and age norms are presented.—*L. H. McCabe* (Cambridge, Mass.).

[See also abstracts 446, 534, 538, 589, 592, 594.]

MENTAL TESTS

711. Baker, H. J., Voelker, P. H., & Crockett, A. C. Detroit general aptitudes examination, form A (grades 6 to 12). (Rev. ed.) Bloomington, Ill.: Public School Publishing Co., 1941. 25 copies, \$2.00; handbook, 25¢; specimen set, 45¢.—This is a revision of the test published in 1938—16 tests measuring 3 kinds of aptitude: intellectual, mechanical, and clerical. Letter ratings and age norms revised to September, 1940, are presented.—*L. H. McCabe* (Cambridge, Mass.).

712. Hebb, D. O., & Morton, N. W. The McGill verbal situation series. *Bull. Canad. psychol. Ass.*, 1942, 2, 26.—Abstract.

713. Koenig, F. J., & Smith, J. A preliminary study using a short objective measure for determining mental deficiency in selective service registrants. *Milit. Surg.*, 1942, 91, 442-446.—This is a preliminary attempt to devise a short objective test, pointed toward the 10-year level, to determine whether an illiterate is also mentally defective or whether he will make a suitable recruit. An individual having an MA of 9 years or less by the Kent E-G-Y test is

considered deficient. Illiterates of 10-11 years MA may become sufficiently literate to qualify as soldiers. The test consists of 6 questions formulated to bring out the points in which normals differ particularly from defectives: comprehension, ability to direct thought, information, and spontaneity of attention. Time orientation and making change are especially significant. The final score is either "passed" or "failed." The test was given to 88 subjects (60% of them white) from Louisiana, Alabama, and Florida. In 83% the test indicated whether a man was above or below the 10-year MA level.—*M. E. Morse* (Baltimore, Md.).

714. Lorr, M., & Meister, R. K. The optimum use of test data. *Psychol. Bull.*, 1942, 39, 591.—Abstract.

715. McNeal, B. F. Prueba rápida para medir la decadencia intelectual en las enfermedades mentales. (Rapid test of intellectual deterioration in mental diseases.) *Rev. mex. Psiquiat. Neurol.*, 1941, No. 44.

716. Mullen, F. A. Comparison of the Revised Kent Emergency Battery with the Revised Stanford-Binet and the Kuhlmann-Anderson tests. *Psychol. Bull.*, 1942, 39, 591.—Abstract.

717. Penrose, L. S. Results of testing known cases of mental illness with Revised Examination "M." *Bull. Canad. psychol. Ass.*, 1942, 2, 25.—Abstract.

718. Porteus, S. D. Qualitative performance in the Maze Test. New York: Psychological Corporation, 1942. Pp. 37. \$0.85.—It is proposed that the Porteus Maze Test, originally intended to yield a quantitative estimate of "prudence, forethought, mental alertness, and power of sustained attention," may be useful in the study of temperamental traits by taking the qualitative performance into account. Qualitative performance is judged from crossing lines and cutting corners, mistakes of over-confidence such as making the first or the last error possible, too careful or too slow drawing, repetition of errors, etc. Results of a study comparing the performances of delinquents and non-delinquents are reported. Directions for qualitative scoring are given.—*D. G. Ryans* (Cooperative Test Service).

719. White, M. L. Mental age norms for vocabulary scores in the 1937 Stanford-Binet. *Psychol. Rec.*, 1942, 5, 159-169.—Refined MA norms for vocabulary scores were developed from data of 753 subjects ranging from 75 to 125 IQ. A table of MA equivalents for vocabulary scores of 5 to 16.5 words is given.—*E. J. Gibson* (Smith).

720. Wright, C. A modified procedure for the abbreviated Revised Stanford-Binet Scale in determining the intelligence of mental defectives. *Psychol. Bull.*, 1942, 39, 610.—Abstract.

CHILDHOOD AND ADOLESCENCE

721. Baruch, D. W. Incorporation of therapeutic procedures as part of the educative process. *Amer. J. Orthopsychiat.*, 1942, 12, 659-666.—This is a

discussion of methods of providing for release of aggression in a pre-school group. It includes illustrations of ways in which aggression is projected into activities within the group and illustrations of release of aggression in time spent alone with a teacher. Of the 10 children supplied with more than ordinary opportunities for release within the group, 7 showed marked progress. Of the 13 children supplied with time alone with a teacher, 11 showed marked progress.—*R. E. Perl* (Jewish Board of Guardians).

722. Coghill, H. de J. The effect of war on the behavior of children. *Virginia med. Mon.*, 1942, 69, 429-436.—During the last war many children were exposed at home to savage expressions of hate against the enemy, which may well have had a permanent antisocial effect. Reports on juvenile delinquency since the beginning of this war are conflicting. Greater than the danger that children will be shocked into illness is the danger that they will be brutalized. This war, however, has stimulated youth to world consciousness, and they are doing some postwar planning. Today, far more than in 1917, we have the framework for sound preventive work among children, ways in which they can be made to feel necessary, and their destructive energies can be diverted into constructive community effort.—*M. E. Morse* (Baltimore, Md.).

723. Cooper, C. A. Discussion on the relationship between speech disorders and personality defects in children, and how stuttering may unfavorably affect children's personality development. *J. Pediat.*, 1942, 21, 418-421.—Cooper's experience is that, in children who show both speech defects and behavior disorders, the speech defect, particularly stuttering, is only one symptom of a faulty integration of personality rather than a primary causal factor. The parents, however, minimize the personality pattern and attach disproportionate importance to the stuttering. The probable difficulty underlying both is a poor parent-child relationship, lack of parental response, and insecurity. The approach to the problem should be pluralistic.—*M. E. Morse* (Baltimore, Md.).

724. Dias, F. R. A assistência psiquiátrica no serviço social dos menores do Estado de São Paulo. (Psychiatric aid in the social service of minors in the State of São Paulo.) *Bol. Serv. soc. Menores, S. Paulo*, 1942, 2, 52-59.—Efficient functioning of institutional psychiatric work with children demands of the psychiatrist a social rather than a clinical orientation. Prophylaxis and re-education require special emphasis. Most of the active work is outside of specifically clinical areas; the significant institutions are public child centers.—*H. D. Spoerl* (American International College).

725. Dias, F. R., & Sanioto, C. M. Considerações em torno de alguns casos de menores super-dotados. Sua educação como valor individual e social. (Considerations raised by some cases of gifted children. Their education as an individual and social value.) *Bol. Serv. soc. Menores, S. Paulo*, 1941, 1, 15-31.—Too

much professional emphasis is being put on mentally deficient or otherwise subnormal children. The productive possibilities in dealing with gifted mal-adjusted children are of great social importance. Four cases are presented, showing the relationships between native resources, style of life, and adequacy of environment. The psychological re-education of gifted children must be preceded by restoration of equilibrium; otherwise it is turned to the profit of existing motivation.—*H. D. Spoerl* (American International College).

726. Hendry, C. E. [Dir.] Boys in wartime. *Scouting for Facts*, 1942, No. 4, Suppl. Pp. 16.—This is a statistical survey of boys' attitudes toward the war effort and their participation in it. Boy Scouts are compared with non-Scouts in some instances. General findings include: (1) The strength of impact of war on boys differs according to the size of the community and shows slight variation with age. (2) "Hide and run" reaction to an air raid is expressed by 30 in 100 Scouts, and 70 in 100 non-Scouts. (3) 65 in 100 Scouts name jobs which they should be permitted to do but which have not yet been made available to them. (4) Regarding war aims the trend of beliefs is that "Germany is fighting to conquer the world . . . , Japan is seeking to gain territory, and the United States wants the four freedoms, liberty and democracy." Questions for further exploration are raised.—*E. B. Knauff* (Brown).

727. Jersild, A. T. Children and the war. *Teach. Coll. Rec.*, 1942, 44, 7-20.—The various effects of war on children are discussed with suggestions made to parents, teachers, and foster parents regarding their role in helping the child adapt to a wartime situation. Bibliography of 29 titles.—*L. Birdsall* (College Entrance Examination Board).

728. MacDonald, J. M. Behavioral patterns of young children in an insecure situation. *Psychol. Bull.*, 1942, 39, 578.—Abstract.

729. Mantovani, J. La adolescencia y los dominios de la cultura. (Adolescence and the domains of culture.) Buenos Aires: Instituto de Didáctica, Facultad de Filosofía y Letras de la Universidad de Buenos Aires, 1941. Pp. 68.—See *Philos. Abstr.*, 2, No. 10, p. 19.

730. Moorhead, G. E., & Pond, D. Music of young children. II. General observations. *Pillsbury Found. Stud.*, 1942. Pp. 36.—Over a period of 5½ years the spontaneous music behaviors of children 2-6 years of age have been studied. In this monograph 32 samples of music endeavor are given. Music is defined very freely and includes practically all trial and error movements linked with nonverbal tonal and rhythmic activity. While formal training is given a place of importance in the child's creative development, the presence of materials which can be used to elicit music and rhythms is regarded as very important. The possibility of social imitation, the hearing of music of all cultures, and considerable freedom of action are also essential. The 'program-music' concept of children's music (story-telling and

picture-painting) is considered to be far too narrow. Rather, music creativity exists in the child as "an inner expression on behalf of himself as a personality and as a member of society."—P. R. Farnsworth (Stanford).

731. Neustatter, W. L. Social and economic factors in psychiatry. *Eugen. Rev.*, 1942, 34, 55-61.—The results are derived from three investigations made from Guy's Hospital, two groups of working-class families in South-East London being contrasted with a third, well-to-do group of families from a North-West suburb. Personal interviews were conducted by the author or a social worker with mothers and children separately. Three classifications of children emerged: definitely nervous, definitely not nervous, and partially nervous. It is concluded that very bad social conditions leave no direct psychological effects on children, provided the psychological atmosphere of the home is good. When parents are predisposed to be nervous, social conditions, which make life difficult for them, sometimes affect their children indirectly. There is a positive relationship between nervousness in children and nervousness in parents. There is a higher incidence of nervous features in children of poor than in those of good physique, although some children of very worst physique are not at all nervous. An explanation of the differences between results in London and those in Chicago (where neuroses were found associated with environmental difficulties) is to be found in an acceptance of the stability of London slums as contrasted with the clash of standards inside and outside of the Chicago poor homes which leads to conflict.—G. C. Schwesinger (American Museum of Natural History).

732. O'Leary, W. D. Mental hygiene problems of childhood. *Cath. Schs J.*, 1942, 42, 267-269.—In all the child's attitudes of mind there is one common denominator: a definite lack of security. The child needs affection, recognition, and understanding. These needs are related to the present insecurity of the adult world and are reflected in increasing juvenile delinquency. The best general therapeutic measure is to maintain the unity and security of home life.—G. S. Speer (Central YMCA College).

733. Perl, R. E., & Simon, A. J. Criteria of success and failure in child guidance. *Amer. J. Orthopsychiat.*, 1942, 12, 642-659.—This survey of the literature discusses (1) early contributions, (2) systems of evaluation based on absolutistic, fixed, and constant standards, (3) evaluations made in relative terms, relative to factors inherent in the patient or the agency, and (4) criteria of adjustment used in related fields such as psychotherapy of adults, psychoanalysis, work with the feeble-minded, education. It is concluded that success or failure must be related, from the social agency's point of view, to the function of the agency, use of services, competence of plan, and flow of treatment; from the client's and his family's point of view, to disappearance of symptoms and subjective discomforts; from

the community's point of view, to whether the individual is still a drain on the community in terms of law violation, dependency, and pathology. 119 references.—R. E. Perl (Jewish Board of Guardians).

734. Reymert, M. L. The place of war toys in the present emergency. *Psychol. Bull.*, 1942, 39, 599.—Abstract.

735. Rheingold, H. L. The mental and social development of infants in relation to the number of other infants in the boarding home. *Psychol. Bull.*, 1942, 39, 594.—Abstract.

736. Schneersohn, F. La neurosis infantil—su tratamiento psico-pedagógico. (Neurosis in children: its psycho-pedagogical treatment.) Buenos Aires: Iman, 1940. Pp. 220.—[Abstracted review; original not seen.] On the theoretical side, psycho-exploration is advanced as an intermediate approach giving balance to Freudian psychoanalysis and Adler's views. Apart from immediate home situations, the significant proving ground and field of therapy of children's neuroses, are the schoolroom and the playground. Play has diagnostic value that can be reached by observant parents, and effective use may be made of corrective play.—H. D. Spoorl (American International College).

737. Schreiber, M. Junior talks about the war. *High Points*, 1942, 24, No. 7, 23-31.—Here are recorded the attitudes and opinions of boys and girls, 12-15, on: parental opinions about the war, airplanes overhead, the sinking of neutral ships by German submarines, friends in the armed forces, the greatest heroes or heroines of this war, war news, war movies, plans for solving the world's ills.—G. S. Speer (Central YMCA College).

738. Seipt, I. S. [Dir.] The wartime adjustment of the exceptional child. *Proc. Inst. except. Child, Woods Schs*, 1942, 8. Pp. 50.—Topics discussed are: social adjustment, educational philosophy, occupational training, physical and personality requirements for military service, the impact of war on family life, and freedom—its challenges and their counteracting forces. Since special vocational training courses are not now available for subnormals, E. T. Burr pleads for the early diagnosis of individual capacities, continuous manual training, prolonged supervision, and apprenticeship experience. J. H. S. Bossard enlarges on war's relation to marriage, to family separations, the mores, family conflicts, war's casualties, etc.—M. W. Kuensel (Children's Home, Cincinnati, O.).

739. Zipf, G. K. Children's speech. *Science*, 1942, 96, 344-345.—A 5-year old child dictated about 24,000 words. When these are plotted with rank order as abscissa and frequency as ordinate, a curve, with a slope of -1.0 is obtained. Further data from the same child at ages 6, 6½, and 7, as well as data from other individuals ranging in age from 22 to 59 months, show the same slope.—F. A. Mole, Jr. (Connecticut).

[See also abstracts 410, 456, 461, 493, 523, 527, 688.]

American Psychological Periodicals

- American Journal of Psychology**—Ithaca, N. Y.: Cornell University. \$6.50. 624 pages annually. Edited by Karl M. Dallenbach, Madison Bentley, and Edwin G. Boring. Quarterly. General and experimental psychology. Founded 1887.
- Journal of Genetic Psychology**—Provincetown, Mass.: The Journal Press. \$14.00 per annum (2 volumes). 700 pages annually. Edited by Carl Murchison. Quarterly. Child behavior, animal behavior, and comparative psychology. Founded 1891.
- Psychological Review**—Northwestern University, Evanston, Ill.: American Psychological Association, Inc. \$5.50. 600 pages annually. Edited by Herbert S. Langfeld. Bi-monthly. General psychology. Founded 1894.
- Psychological Monographs**—Northwestern University, Evanston, Ill.: American Psychological Association, Inc. \$6.00 per volume. 500 pages. Edited by John F. Dashiell. Without fixed dates, each number one or more researches. Founded 1895.
- Psychological Bulletin**—Northwestern University, Evanston, Ill.: American Psychological Association, Inc. \$7.00. 665 pages annually. Edited by John E. Anderson. Monthly except August and September. Psychological literature, news, and proceedings. Founded 1904.
- Archives of Psychology**—New York, N. Y.: Columbia University. \$6.00 per volume. 500 pages. Edited by R. S. Woodworth. Without fixed dates, each number a single experimental study. Founded 1906.
- Journal of Abnormal and Social Psychology**—Northwestern University, Evanston, Ill.: American Psychological Association, Inc. \$5.00. 560 pages annually. Edited by Gordon W. Allport. Quarterly. Founded 1906.
- Journal of Educational Psychology**—Baltimore, Md.: Warwick & York. \$6.00. 720 pages annually. Edited by J. W. Dunlap. Monthly except June to August. Research studies in learning and teaching. Founded 1910.
- Psychoanalytic Review**—New York, N. Y.: 64 West 56th St. \$6.00. 500 pages annually. Edited by Smith Ely Jelliffe. Quarterly. Founded 1913.
- Journal of Experimental Psychology**—Northwestern University, Evanston, Ill.: American Psychological Association, Inc. \$14.00 per annum (2 volumes). 1040 pages annually. Edited by Samuel W. Fernberger (on leave). Francis W. Irwin, Acting Editor. Monthly. Founded 1916.
- Journal of Applied Psychology**—Northwestern University, Evanston, Ill.: American Psychological Association, Inc. \$6.00. 480 pages annually. Edited by Donald G. Paterson. Bi-monthly. Founded 1917.
- Journal of Comparative Psychology**—Baltimore, Md.: Williams & Wilkins Co. \$11.00 per annum (2 volumes). 1000 pages annually. Edited by Roy M. Dorcus, Knight Dunlap, and Robert M. Yerkes. Bi-monthly. Founded 1921.
- Comparative Psychology Monographs**—Baltimore, Md.: Williams & Wilkins Co. \$6.00 per volume. 400 pages. Edited by Roy M. Dorcus. Without fixed dates, each number a single research. Founded 1922.
- Genetic Psychology Monographs**—Provincetown, Mass.: The Journal Press. \$14.00 per annum (2 volumes). 500 pages annually. Edited by Carl Murchison. Quarterly. Each number one complete research. Child behavior, animal behavior, and comparative psychology. Founded 1925.
- Psychological Abstracts**—Northwestern University, Evanston, Ill.: American Psychological Association, Inc. \$7.00. 650 pages annually. Edited by Walter S. Hunter and H. L. Ansbacher. Monthly. Abstracts of psychological literature. Founded 1927.
- Journal of General Psychology**—Provincetown, Mass.: The Journal Press. \$14.00 per annum (2 volumes). 800 pages annually. Edited by Carl Murchison. Quarterly. Experimental, theoretical, clinical, and historical psychology. Founded 1927.
- Journal of Social Psychology**—Provincetown, Mass.: The Journal Press. \$14.00 per annum (2 volumes). 800 pages annually. Edited by Carl Murchison. Quarterly. Political, racial, and differential psychology. Founded 1929.
- Psychoanalytic Quarterly**—Albany, N. Y.: 372-374 Broadway. \$6.00. 560 pages annually. Edited by Bertram D. Lewin and others. Quarterly. Founded 1932.
- Character and Personality**—Durham, N. C.: Duke University Press. \$2.00. 360 pages annually. Edited by Karl Zener and Charles Spearman. Quarterly. Founded 1932.
- Journal of Psychology**—Provincetown, Mass.: The Journal Press. \$14.00 per annum (2 volumes). 800 pages annually. Edited by Carl Murchison. Quarterly. Founded 1936.
- Psychometrika**—Cincinnati, O.: Psychometric Society, 2539 Briarcliffe Ave. \$10.00. 320 pages annually. Edited by L. L. Thurstone and others. Quarterly. Quantitative methods in psychology. Founded 1936.
- Psychological Record**—Bloomington, Ind.: Principia Press. \$4.00 per volume. 500 pages. Edited by J. R. Kantor and C. M. Louttit. Without fixed dates, each number a single research. General psychology. Founded 1937.
- Journal of Consulting Psychology**—Colorado Springs, Colo.: American Association for Applied Psychology, Inc. \$3.00. 250 pages annually. Edited by Mrs. J. P. Symonds. Bi-monthly. Founded 1937.

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